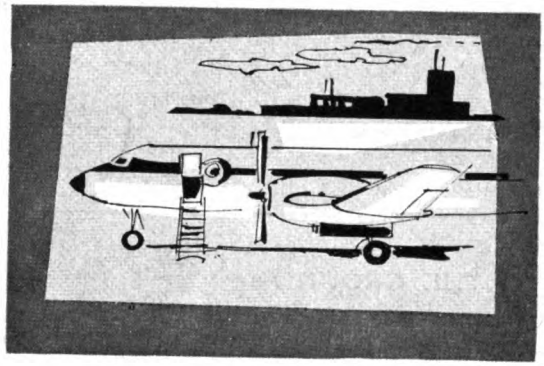
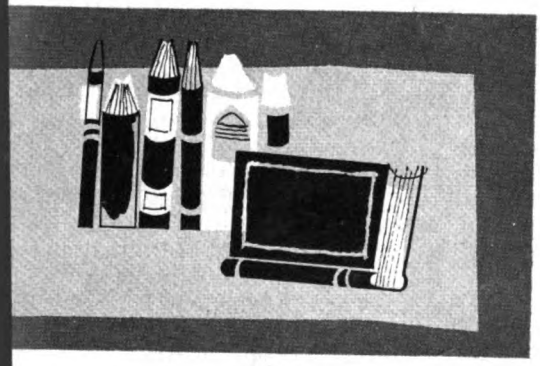
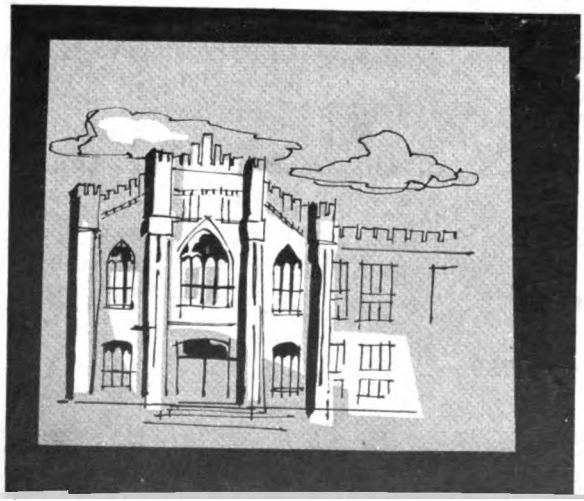
EXTENSION SERVICE Review

JANUARY 1959







Selecting the Route 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. 30 **January 1959** **No. 1**

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 Challenge of Change" is an expression we hear a lot these days. It's been throroughly discussed in magazine articles and at extension meetings. The changing agricultural scene and the need for defining Extension's future role resulted in the Scope Report.

One thing with which we all agree is that the future will bring more changes and at a faster rate. So one of the biggest "challenges of change" is to be ready for it.

That means professional improvement in some form—graduate study, summer school, workshops, reading, travel, professional association meetings, etc. Each of us must decide which improvement activity we need.

The first article in this issue discusses the scientific approach to determining training needs. It raises some questions which will help you make your choice.

And this isn't a choice between improvement and no improvement. It's a choice among various kinds of improvement. If Extension is going to continue to play a vital educational role, every one of us is going to have to keep up with developments in our field.

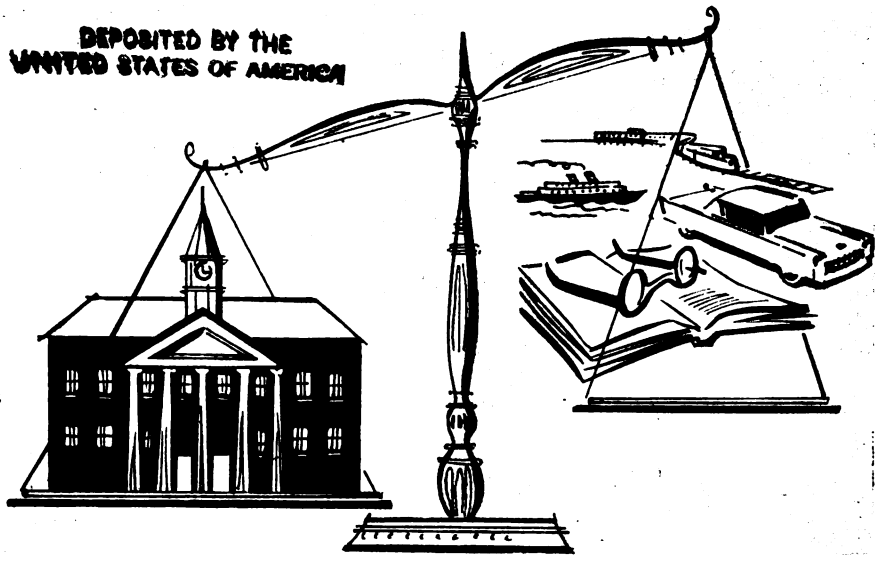
The list of summer school offerings on page 24 may be helpful. And before you make the decision, the question of financing will come up. So you'll want to check the available scholarships and fellowships on page 12.

The other articles will help you make the right decision, too. Some tell why the author chose a particular means of improvement. Others look at the question from a different angle—What kind of training is needed to serve a certain group, as in Rural Development, or to carry out an activity, such as Farm and Home Development? They are all intended to help you answer the question, which route should I take to professional improvement?

Next month's issue on Efficiency in Production will be the first of a series of nine on the Scope Report. It will open with an article by Director H. R. Albrecht of Pennsylvania telling the need for production efficiency and showing how it is related to efficiency in marketing, leadership development, and the other areas of responsibility outlined in the Scope Report. Other articles will show how activities such as demonstrations, industry-extension cooperation, organization, and others help implement practices which promote efficiency in production.—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.



TO GET . . . OR NOT TO GET

by **FRED P. FRUTCHEY**, *Federal Extension Service*

To get or not to get further education. This is a question which confronts many county extension agents. It is always answered wisely or unwisely—yes or no. They either go or they do not go to college again.

We hear much about the use of scientific method these days. It is applied by experiment stations to find information on which farmers and homemakers can base decisions. It can be applied to help you decide whether or not you should get further education.

There is nothing magical about scientific method. It consists of good common sense. It consists of analyzing a big question into smaller questions, getting accurate information about these questions, and making a decision.

Study the Situation

Let's take the first step and analyze the big question—to get or not to get further education. Some of the smaller questions are: Why get further education? What kind should you get? How can you finance it? Where should you get it? What will you get out of it?

The second step is to do some exploring to get information you need for a good answer to each of the above questions. You can talk with others and you can read. This issue of the REVIEW can help you.

You may have enough information in your head to answer some of the questions. But be careful of what you already know. It is likely to be limited and influenced by what you now want. What you want is the power behind any decision you make.

Exploring other sources of information may expand your knowledge and not only increase your interest but also your realization of need and your desire for further education. Keep your mind open.

After you have obtained information from various sources and looked at it from various angles, you are in a better position to make a decision that is good for you and your family.

The next step is to make the decision. This is a function of your brain, your thinking, your weighing of alternatives and probable results.

If you had an electronic brain, you could feed in all the information you have, press a button and eventually answers would come out giving the probabilities of the value of getting or not getting further education. The electronic brain speeds up the analysis and intepretation of the data fed into it. However, it does not make the decision. You must decide your course of action.

Since you do not have an electronic brain, let's look at the five questions again and raise more questions about each one.

Why get further education? Are you adequately equipped for the future? Is your background of education and experience sufficient for the jobs ahead? Do you have enough flexibility of mind to adapt to rapidly changing conditions? Do you really believe that people should not let what they have learned in the past interfere with what they can learn in the future?

Will getting further education help you do a better job? Will it equip you for more responsible jobs? Will the future require further education and if you get it now, will you be better prepared? Years ago few people had four years of college; today millions do.

These are the important questions to consider for your career and your happiness. But there are other practical questions to consider also.

Analyze Needs

What kind of education should you get? Should it be in subject matter, or in understanding extension work, or both? Which do you need more? What kind of education can you get best while on the job and what kind by further college training?

Many agents feel that they can keep up with subject matter through on-the-job training and the resources of the college. They have had much college training in subject matter but little in working with people. They discover this lack on the job and want to broaden their understanding of people by further education. As you think about it, what is your situation? What kind of further education should you get?

And now come the $64 questions. How can you swing it? How about the money? What about the family and the children in school? What about leave? What does the State office think about you getting further education? What will happen to your work while you are gone?

These are the questions on which many agents bog down—the financial

(See Scientific Approach, page 16)

Adjusting to Changing Conditions

by W. I. MYERS, *Dean*
New York State College of Agriculture, Cornell University

THERE is no crystal ball that will forecast accurately the extent and rate of changes in agriculture in the years ahead. It seems reasonable to assume, however, that progress will continue, that farming will become even more scientific, farmers and homemakers will be better educated and possess high managerial ability, and that fewer but more efficient commercial family farms will produce the nation's food.

Where will the Extension Service fit into this picture? What kind of extension workers will we need. Should they have a Ph. D. degree? How will they be kept informed continuously of things they must know to help farm families keep in reasonable adjustment to changing conditions?

Taking Stock

Before discussing these questions, let's take a brief look into what has gone before. Agricultural extension can claim its share of credit for the enormous gains in farm productivity in the past and in the higher standards of living of farm and nonfarm families. Effective teamwork between research and extension has been one of the chief reasons for these far-reaching improvements made by farm families under the American system of free enterprise. Private business firms, too, have contributed by supplying the machinery, feeds, chemicals, credit, and other requisites.

I have frequently called the Extension Service one of the great social inventions of our time. It is a unique contribution of the United States that is being adapted by other countries of the world to their own conditions. Since its inauguration, Extension has undergone a gradual evolution in the direction of broader programs to serve an increasingly diverse population. Programs that in the early days were directed primarily at helping farmers increase production have grown to encompass rural, suburban, and city homemakers, as well as boys and girls in the country, towns, and villages. Marketing and utilization programs are being given increasing attention.

The basic principles of operation, however, have remained the same, and the primary purpose still is to help people to help themselves. Both Federal and State governments have combined to supplement local support to help families work out the answers to their problems. To me, this is one of the best examples of cooperation between all levels of government and between rural and urban people.

Keeping these facts in mind, we will need better trained extension workers to plan and carry out more comprehensive and more effective extension programs that will be planned 5 to 10 years ahead. Since most farmers and homemakers will be better trained and more highly skilled managers, the county agents will need the best possible help and guidance, especially in such areas as marketing, consumer education, public policies, farm and home management, and rural sociology. These are areas in which we are sometimes weak today and they certainly need to be strengthened.

Standards of academic training for extension workers should be as high as for the research and teaching staffs. While difficult to arrange and finance, especially for county agents, training is well worth the cost if we are to meet the essential problems of adjustment in the future. Along with the training, of course, it is necessary to have the personal qualities and experience that are essential for success in extension work.

These considerations of academic training apply equally to specialists and agents, although it is difficult to carry them out in some fields. There is a severe shortage of trained people and many seem to prefer careers in research and resident teaching.

However, there are some things which can be done to make extension work more attractive to those who see more glamour or chance for recognition in research and teaching. There is no sound reason why a career in extension shouldn't offer advantages and prestige equal to others. It will probably be necessary in some cases to upgrade salaries and provide an adequate differential to get the best person for the job.

Many extension folks like to do some research, and should be permitted to do so when it doesn't interfere seriously with their regular work. This opportunity increases the attractiveness of the job and enables the specialist to keep abreast of his professional field.

Future Needs

Considering the county agents of the future, my own thinking at present is that they should have a minimum of 5 years of college training, culminating in a master's degree. They will need this background to be on top of their job at all times and to be able to advise farmers and homemakers of the future. Some will need the depth of training emphasized by the Ph. D. degree, not only for their job but as a prerequisite for promotion to administrative posts.

Toward this end, an appropriate curriculum should be planned in our colleges. We realize it cannot be done all at once, but at least we can stimulate young agents and help them to finance further education. We should strive to have standards of advanced training that are at least as high as for other groups such as teachers of vocational agriculture.

Another step in helping agents keep up-to-date would be a more adequate program of in-service training. Many States are doing well in this respect. In addition to 2 and 3-day schools in important fields, we could make greater use of the 3-week summer schools to broaden the worker's educational opportunities.

(See Adjusting, page 14)

A Case for Professional Improvement

by ROLAND H. ABRAHAM, *Assistant Extension Director, Minnesota*

IN recent issues of the EXTENSION SERVICE REVIEW a number of writers have identified, described, and emphasized an ever-intensifying set of changes which concern the people with whom the extension agent works. These changes and the dynamic circumstances in which they take place are of special import for the county extension worker as he or she seeks to keep well prepared professionally.

The agent must have a clear understanding of what is happening, the information available which bears on the new situation or problem, and how to carry out his function as an educator in assisting people to achieve appropriate and workable solutions. To adequately and favorably meet these requirements, today's extension worker faces greater challenges and broader opportunities than ever before.

These circumstances emphasize the need for county extension workers to search out and utilize opportunities to improve their professional competence. This is equally true, if not more so, for the State workers who assist and undergird county personnel in specialized ways.

Subject Matter Needs

The Scope Report lays out well and in some detail the broad matrix of change in which is cast the job of today's county worker. The phenomenal developments in agricultural technology alone present a formidable block of new subject matter.

There is much speculation on the role of the agent in this regard. Successful county workers have done a good job of keeping reasonably expert in technology but this is becoming more difficult. Today's developments are coming along at a faster clip and are much more complex in terms of their applications to individual farm situations. Recognizing his limitations in time and energy, the modern agent is fast becoming more skilled in enlisting the support of experts in highly technical fields.

However, it appears clear that the county extension agent must somehow keep abreast of subject-matter developments on a fairly broad base if he is to be effective in identifying local problems and in bringing new technology to bear on them. And it will be necessary that his own degree of expertness be highest in the fields most common and of most importance in the county.

This, it would appear, still leaves the agent "on the hook" with respect to being well prepared in subject matter. Such is to be expected. If county extension agents are to do an educational job, then they must be equipped to teach subject matter along with methods for analyzing problems and application of the subject matter.

Other Influences

The growing complexity of off-farm influences and changes in marketing structure and processes further complicate the setting in which agents work. Interrelationships between farm and nonfarm aspects of agriculture are more involved.

This suggests more effort (and supporting competence) in the direction of helping people to understand these influences and to make appropriate adjustments. The regional and often broader character of these elements means the agent has to rely frequently on expert assistance.

In many counties larger numbers of people are found in the growing suburban and urban centers.. Agriculturally related problems for these people are usually narrower in scope than for their rural neighbors. For homemakers they are not so different.

The agent's problem is meeting these needs within the time available. Acquiring competence in teaching methods especially suited for effective work in such areas will certainly be important.

Vocational counseling with young people is emerging as a more important role. Many will not have an opportunity to farm and the agent can help guide these young people into exploration of farm-related occupations. This is not completely new to extension, but the agents will need to know how to do it better than ever before.

Rapid transportation and communications further complicate the agents' job. The important consideration is to learn and utilize the techniques in these areas which enhance the effectiveness of extension's teaching resources.

The rising level of education among people with whom county agents work probably makes the job easier in a sense, but at the same time calls for ever increasing competency.

With these and other changes, the task of developing extension programs, selecting appropriate teaching methods, and evaluating progress becomes more complex and more urgent. Agents are devoting sizeable blocks of time to this phase of their work and will need to use the most effective methods at their disposal.

Agents View Needs

Nearly 2 years ago Minnesota county agents were asked to indicate the kinds of further training which they felt were most important. Although the 10 items selected most frequently included subject matter, greatest emphasis was placed on areas in which college graduates are usually less well prepared.

Counseling with families in farm and home development was listed as a high priority need. Another was

(See A Case, page 14)

A County Chairman Views

The Role of the County Agent

by HARVEY J. SCHWEITZER, *Chairman,*
DeKalb County Extension Council, Illinois

THE impact of technological advancements in agriculture since World War II is now being felt in many social and economic adjustments taking place in rural life. The Extension Service is finding it necessary to reexamine its program in light of the changing structure of agriculture. The recent Scope Report is impressive evidence of much sound analysis and planning for the future by the Extension leadership.

One important area of concern is the role which county agents can expect to fill in the years ahead. In the past, the agricultural agent has been called on to fill a variety of roles ranging from a crop or livestock specialist to an organizer of community activities. Many agents have found that the demands placed upon them have grown more numerous with new responsibilities heaped on the old ones.

Basic Job

It is probably not the multiplicity of roles which concerns most county agents as much as the fact that often their perception of their role as county agent differs from that of their Extension Councils. It is essential that both the county agent and his council remember that the basic role of the agent is that of an educator whose guiding principle is "helping people help themselves."

Failure of either or both to agree on this inevitably leads to the agent performing endless chores which we, as farmers, should be doing for ourselves. As farmers busy with our field work and chores, we tend to become lazy when it comes to leadership responsibilities. We like someone with an "ag" college degree to do our thinking, our organizing, our secretarial work, and our publicity. We fail to realize that overdependence on the county agent for these things not only keeps him from his real job of education but also weakens ourselves.

It is likewise probably true that extension workers should recognize more fully that strong cooperatives, vigorous farm organizations, and active community groups in a county are marks of an intelligent rural people who have been trained to help themselves.

If the county agent accomplishes his purpose of education and leadership training, he will witness a great deal of activity by many kinds of farm groups. A need will arise for coordination of these activities into a meaningful county-wide agricultural program. Herein may lie an emerging role of the county agent.

It is doubtful that farmers in their special interest groups can do this job. Extension workers should be prepared to guide these diverse agricultural interests into a coordinated program by providing direction and purpose while at the same time not destroying local initiative. Alert councils and county agents will design their program to supplement the programs of these agricultural groups in meeting local needs instead of setting up conflicting or competing programs of their own.

Public Relations

At the present time, agriculture needs better public relations with the growing non-agricultural segments of our economy. At the local level the county agent is in a unique position to improve rural-urban or producer-consumer relations at many points.

This does not imply that the agent should engage in a super-sales campaign on behalf of farmers' interests. But he has an opportunity to keep the channels of information open and to insist that information flowing both ways be factual and complete.

One of the pioneer efforts of Extension in DeKalb County, Ill., under the leadership of E. E. Golden, has been to provide factual material on USDA and State agricultural programs and policies in a number of winter meetings. These meetings have been of great importance in welding our county together agriculturally.

Various special interest groups and political propaganda tend to divide farmers on controversial agricultural problems and confuse them about the basic issues involved. The opinion of Extension in our county is that, given factual information and a full review of alternative solutions to agricultural problems, farmers can and do act intelligently in dealing with these issues.

The role of the county agent as an educator should never be to promote any particular agricultural policy. However, presentation of all the facts available is a legitimate and essential part of education.

Direct Channel

Mention of these fields of county agent activity plus the Scope Report's emphasis on farm and home management, family living, leadership development, and community development may lead one to suspect that emphasis on technical agricultural problems is no longer important. This is not the case.

Although farmers are steadily improving their knowledge and use of scientific agriculture, technological developments are rapidly increasing in number and complexity. There must be a direct channel between the experimental work at our land-grant colleges and our farms. While private companies and popular farm publications do an effective job of introducing some of these new practices and techniques, there remains a crucial need for an impartial evaluation of the importance and applicability of these advancements to the farm.

Regardless of the developments in agriculture in the future, it appears there will continue to be an import-

(See Agent's Role, page 11)

Paving the Way for Advanced Training

by E. K. LOWE, *Assistant Extension Director, Oklahoma*

COUNTY agents occupy a unique place in the over-all educational system of this country. They are not only highly trained in agriculture and home economics, but they must be well versed in the social sciences, public administration, and communications.

We in Oklahoma are fortunate in that our professional improvement program has both formal and informal legitimation. Dr. A. E. Darlow, vice-president and dean of agriculture, says that the county extension office is the front door of the university and extension agents enjoy all privileges extended to the academic staff on campus. To give the professional improvement program further legitimation, Director L. H. Brannon asserts that the future success of our organization depends to a large degree on the quality of our training program.

Training Survey

Oklahoma extension has had a training program since its beginning. However, the real need for an adequate professional improvement program was not fully visualized until 1952 when Dr. Brannon, then assistant director, made an intensive survey of agent training.

This survey revealed that in general the agents were well-trained in technical subject matter, but a large percentage of them had not had an opportunity while doing undergraduate work to take courses in the field of social science and related subjects.

Following this study, the first 3-week summer school in Oklahoma was established in 1952. At the same time the administration approved a policy granting extension employees 3 weeks of educational leave each year. They also approved the necessary expenses for conducting the school, including subsistence for agents attending.

These schools have been continued each year with the exception of 1957. The following courses have been offered: extension teaching methods; information; psychology; farm and ranch management; program development; evaluation; communications; group dynamics; home management; and history, functions and objectives of Extension.

The school was patterned after the regional extension summer schools. A policy was established to permit half of the agents to attend each year.

Each course offered graduate credit of one and one-half hours and each agent was enrolled in two courses of his choice. Every year there has been increasing interest in graduate work, and in 1958 all of the 155 agents attending took the work for graduate credit.

It is realized that professional improvement is more than graduate study and advanced degrees. The major objective of our training program must always be to equip our agents to do a more efficient and effective job of teaching.

Graduate training is an important part of the professional improvement program, but training must be broader than this. A program must be developed based on the needs of all personnel. It must take into consideration the basic differences of employees, such as age, tenure, knowledge, interests, attitudes, skills, prejudices, and goals.

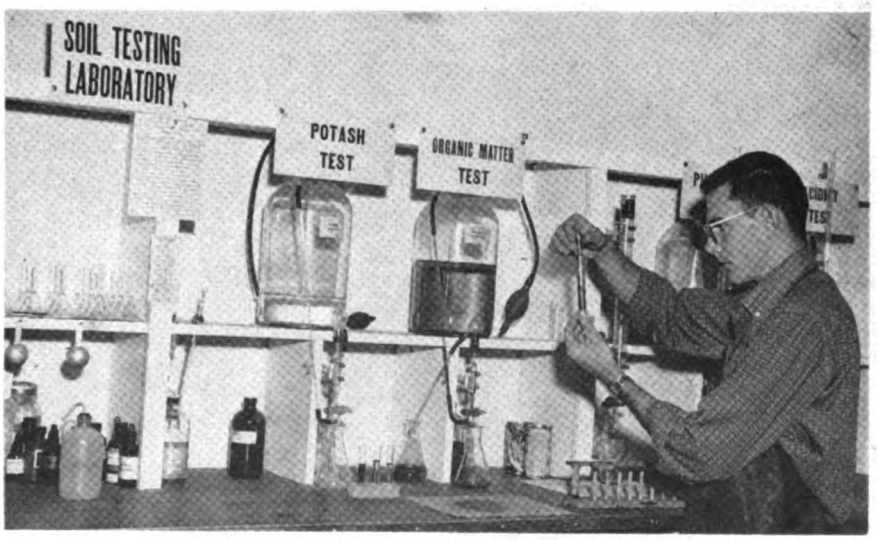
Over-All Program

Early in 1957 the director appointed a committee to develop and establish a long-time professional improvement program. This committee recognized in the beginning that technical subject matter had to be a part of the over-all training work. It felt that giving out misinformation was worse than giving out no information, so subject matter training must continue to be stressed.

The following professional improvement plan is in effect in Oklahoma for extension employees:

Three weeks of educational leave

(See Paving the Way, page 22)



Extension workers must keep abreast of latest technical development in many fields. Assistant Woodward County Agent Sam Johnson is shown making soil tests in one of 75 county testing labs in Oklahoma.

Learning to Focus on the Family

by ROBERT F. TAYLOR and MRS. MARGARET W. GALLATIN, *Assistant County Agent and Home Demonstration Agent, Allen County, Ind.*

The family is focal point in Farm and Home Development work. Agents above are assisting family in analysis of farm records.

NEVER was the future so close. We are on the threshold of new developments in science and technology. With these developments have come many rapid changes almost revolutionary in nature. And agriculture has been no exception to these changes in recent years.

Change can be painful. The resulting complex social and economic adjustments are not to be overlooked or underestimated as they affect the lives of farm families. The present generation has had 10 years to adjust—our parents had an entire generation.

In this time of distraction, we need to remind ourselves that Extension's primary function is education—developing and providing teaching situations in which learning can take place. We also must realize that our educational methods must be evaluated continually in terms of these changes as they affect the values, needs, and interests of the people with whom we work.

As assistant county agent and home demonstration agent who work in Farm and Home Development (Better Farming and Better Living in Indiana), we felt that it would be well to take time out to appraise our own educational methods. We took the same standpoint that we like to encourage our farm families to take in approaching their farm and home problems. So we are using the management orientation process which involves: recognizing problems, analyzing resources, setting goals, considering alternative solutions, determining plans of action, accepting the responsibilities, and evaluating and adjusting.

Not long after we started working with the farm and home approach, we realized that we needed more than an adequate knowledge of subject matter. We also had to acquire the ability to work with people so the desired changes in behavior could take place.

We have found it an ever present challenge in dealing with the problems of people who have different values, needs, and interests. We have come to realize that we assume a major responsibility as we help farm families shape their future destinies.

As farm families develop confidence in us, we no longer assume the role of teachers or disseminators of information. We also become counselors and advisors to help farm people see the relation of their individual problems to the total situation.

Our backgrounds as vocational ag-

(See Focus on Family, page 18)

Farm and home management principles are explained to farm families by Agents Taylor and Gallatin.

Seeing How Others Do It

by DON HINE, *Wayne County 4-H Club Agent, Michigan*

EASTWARD Ho! One of the best ways to get ideas for a new program is to see how others do it. That's why four Michigan extension workers visited Massachusetts, Connecticut and New York to study 4-H programs as they are carried out in urban areas.

A visit to other States is a sound method of professional improvement, according to those who made this Eastern trip. To get the most value from travel study, of course, a great deal of preplanning is necessary.

In this case, we wanted to examine more closely the methods and projects used to attract urban and suburban people to 4-H activities in these eastern regions. Donald Hine, William Milbrath, and Charles Fischer, all urban 4-H agents, and Marie Wolfe, assistant State 4-H Club leader, set up the trip as a professional improvement venture.

Our Work

In Michigan, an intensive program to promote 4-H Club work in urban areas has been initiated. Agents have been assigned to Flint, Grand Rapids, Detroit, and Kalamazoo to expand 4-H membership among city people.

For the most part, established patterns of 4-H Club organization and project work have been devised to attract urban boys and girls. In one city, organization is underway in selected highly urbanized areas, one of which is a low-cost housing development.

Community clubs are being emphasized in another city where elementary schools are the nucleus for the organization pattern. A parent committee is responsible for operation of the community club which is organized on geographic lines.

In another city, parochial schools have provided an organizational push. A parent is the administrative leader of the 4-H Club work in each school. This parent locates leaders so members and school administrators are not involved in any way.

During the 3 years that this experimental program has existed, 4-H personnel have felt increasingly the need to visit regions where agents have been working for some time with urban people.

Adult Support

Our first stop was in Middlesex County, Mass., part of greater metropolitan Boston. In conference with Agent Edward Knapp and his staff, prominent local features were discussed. Use of 4-H town committees, composed of leaders, parents, and other adults interested in 4-H Club work, appears to have application toward improving Club programs everywhere.

In addition, the Middlesex County 4-H staff recently completed its first 4-H institute for leaders which is expected to stimulate the county program. The series of meetings held in connection with the institute did not include subject-matter training but emphasized the scope of 4-H, elements of sound local 4-H Club programs, qualities and functions of successful 4-H leaders, and other subjects pertaining to 4-H philosophy and policies. A certificate was awarded each adult leader who attended the series.

Older Youth Appeals

Robert Bechtold and Mary Wadleigh, club agents in New Haven County, Conn., were visited next. That county has a population of more than 1½ million people, but only 12 percent of the 4-H members are classified as urban. Seventy percent are rural nonfarm.

A relatively high percentage of older club members (15 years and older) have been retained in the program through the use of new methods and activity-type projects. These older youth have been allowed to plan their own programs and have involved themselves in various community-service type projects. Many of their activities are recreational in nature and obviously meet the interests of the group.

Two counties located in the highly urbanized areas of Long Island, N.Y., also were toured. In Suffolk County, where John Berney works with three

(See Seeing How, page 23)

Preplanning is important to success of travel leave. Above are Michigan extension workers who visited urban centers to observe 4-H work.

Where Classroom and County Programs Meet

by JAMES A. DUNCAN, *Extension Training Specialist, Wisconsin*

THE field extension course as a method of training county workers is rapidly becoming a vital part of Wisconsin's training program. This is a course in a systematic body of subject matter organized around the problems and needs of county workers and taught at some location in the State for approximately one semester.

The ever increasing complexity of farming and homemaking, with the need for new and more technological and scientific information, contributes to the importance of this intensive approach to training extension workers. Increased interest in graduate programs also has caused field extension courses to take on added significance.

During the past five years, over 100 county workers have completed courses in several subject matter areas. Extension officials responsible for developing the field courses have kept one dominant thought in mind —to build the courses around county needs in that subject matter area.

What We Cover

Course emphasis has been on farm management, housing, farm buildings, farm law, soils, horticulture, and agronomy. In addition, many field courses have been offered by other departments through the University Extension Division.

Several county workers have built up credits toward their master's degree through field courses. Whether graduate credits are earned depends upon such factors as: the course and how it is organized, the status of the agent in relation to his enrollment in the graduate school, and whether the agent desires credit.

All field courses offered during the last 5 years have come about by direct requests. County agents have pointed out the need for courses and made arrangements with district leaders and specialists.

The need for help in carrying out Farm and Home Development prompted district leaders, county workers, and specialists to develop and conduct classes in the management area. Farm families in recent years have also been concerned with such problems as estate settlement, wills, transfer of property, social security, insurance, and water rights. County extension workers have been

called on increasingly to answer questions and hold meetings on these subjects. As a result, a course in farm law has been taught at three locations.

Extension program needs in housing and farm buildings have received considerable attention in field courses. The increasing amount of building taking place on Wisconsin farms, the highly technical and complex nature of house planning, wiring, heating, appliance installation, and remodeling are among the reasons why training in housing is needed.

The preliminary work, such as establishing the need and determining the interest of county workers is usually done at district meetings. Further basic planning is done by the specialists and resident staff members in conference with district leaders and the administrative staff. All instruction is arranged and conducted by extension and resident teaching staff members from subject matter departments.

Clark County Agent Stan Ihlenfeldt, who has taken three courses, says of the soils course, "It brought me up-to-date on changes in soil science. I was able to take a fresh look at recent soil recommendations and gained a better understanding of the concepts and principles of soil science."

Ernie Ehrbar, 4-H Club agent at Green Bay, says the horticulture course gave him, "First hand, up-to-date information about gardening, fruit production, landscaping and other horticulture problems. This helps me answer urban calls for information about lawn problems, tree diseases, and general garden problems."

Several home demonstration agents have taken the housing course. Loretta Zastrow, of Wood County said the course helped her to guide families in making many decisions on housing problems.

George Hartman, Langlade County Farm and Home Development agent, says "These field courses, plus further experience, give the agent confidence and know-how in working with people. Farm management helped him to teach farmers use of management principles in feeding dairy cows, use of fertilizer, and purchase of farm machinery and equipment."

What About the Future

Under this program, the agents can get more complete training and are able to operate with a minimum of help from specialists. And with an increasing number of agents working on advanced degrees, it gives them an opportunity to build up some graduate credits.

The interest shown by county workers in this training and the needs of the Extension program give a strong indication that this type of training will increase. It brings together the classroom and the county program.

TRAINING NEEDS for County Administrators

by HAROLD E. THURBER, *Imperial County Farm Advisor and Director, Calif.*

WHAT prompts an extension worker to feel a need for professional improvement? Is it lack of training for some particular task or has the job of extension become so involved that the extension worker must take advantage of all training available to him?

Certainly today's county director can long ponder the need for professional improvement. I have found it necessary to ask these questions: Where do I stand in competency as to the demands of my job? Where do I want to be? What is my goal?

Administrator's Job

To answer these questions we must first determine what the job of county director constitutes. What are the demands placed upon the position?

It is not so simple as saying "a county director is the county extension administrator." The county director is a complex of personalities—an efficiency expert, a specialist in all fields, a stimulator of ideas, an organizer. He is a psychologist, a counselor in all things agricultural and much more. He is the administrator and often the economist.

He is a key agricultural leader of the county. Above all he is the key local representative of the land-grant college.

The job of such a county administrator is a real challenge. You might say a county director must be a jack of all trades and a master of most. If this be true, he must take advantage of every opportunity to improve professionally.

Regional and Statewide training conferences offer opportunity for an exchange of ideas between county heads, as well as new subject matter knowledge. Both regular and extension summer schools are important tc the administrator to advance himself professionally.

What Training Can Do

Sabbatical leave permits the securing of advanced degrees. More important than any degree that may be acquired, though, is what the training will mean to the overall improvement of an extension program in the county.

Take a course in psychology, for instance. Yes, the county administrator is a psychologist. The ability of an extension head to work closely with his constituents is of utmost importance. It is of paramount importance that he surround himself with a top flight staff and, having done so, know how to guide them to their fullest potential.

Receiving sympathetic understanding from the county board of supervisors can mean an allocation of sufficient funds to administer the county office effectively. He must work closely and effectively with the State administrative and specialist staff to realize the maximum of assistance from both.

A summer course in psychology proved most beneficial to this writer. As a result of better understanding of human relations, the county has greater efficiency in programs of work, increased operational budget, modernization of office facilities, and many of the necessary tools to carry on an efficient extension program.

Policy Is Important

The county head is called on as an expert in farm policy. Where can he better obtain this knowledge than through advanced training? In a summer school session at the University of Arkansas, I studied farm policy. The results of that course are a better understanding of government's thinking on allotments, acreage reserves, subsidies, and such. Opportunities to use this information at farm and civic gatherings have been limitless.

California farming is big business. Policy decisions are a requisite of success. When called upon to assist in these decisions, the county director of extension must be available to lend a helping hand.

The success or failure of a county program may depend on the ability of its coordinator—the county director. No man comes to a county directorship prepared to fulfill all the demands of the job. The administrator, like any extension worker, must continually evaluate himself and his work.

In so doing he obviously will come to the conclusion that in order to keep up with the fast pace of our modern agriculture he must advance with an open mind—willing to learn new things, try new ideas, and face reality with a stiff upper lip.

AGENT'S ROLE

(Continued from page 6)

ant need for an informal educational system available to all people, objective and factual in nature and responsive to the needs of the people. The specific duties of the county agent should always be determined by the unmet needs of the county and by the community resources available to grapple with these problems.

Extension should zealously guard against the temptation to become an end in itself or another special interest group in the county. By adhering conscientiously to the basic role of an educator, the county agent can be of best service to his county, gain most support for his program, and also find the greatest personal satisfaction in his chosen profession.

Fellowships and Scholarships

National Agricultural Extension Center for Advanced Study in Administration and Supervision

About 25 fellowships are 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.

Applications for admission to the graduate training program in the Center, including applications for admission to the University of Wisconsin Graduate School, for *either the summer or fall semester of* 1959 must be received not later than March 1, 1959.

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.

National Committee on Boys and Girls Club Work and Massey-Ferguson, Inc. 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. Two of these fellowships are provided by the National Committee on Boys and Girls Club Work, 59 East Van Buren Street, Chicago, Ill., and 4 by Massey-Ferguson, Inc., of Racine, Wisc. 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. The age limit has been extended this year from 30 to 32 which means that an applicant shall not have passed his 32d birthday on June 1, 1959.

Leadership Training

The Fund for Adult Education is offering some 20 grants for study and training to persons in the mass communications field and another 25 grants to individuals for practical experience, university study, or a combination of both in the field of liberal education. Liberal education is interpreted as being education in world affairs, political affairs, economics and the humanities, broadly defined. Deadline for filing applications for either or both is October 15 each year.

Within the broad limits of each program, candidates are free to propose any plan of study and/or practical experience they deem appropriate for their own improvement. Each award will be in an amount determined by the Fund to be adequate for the recipient to carry out the plan for which the grant is made. The Fund has not set any minimum, maximum, or average amounts for the grants.

The awards in the field of mass media will be of special interest to those engaged in any phase of information work. The awards in the field of leadership training will be of special interest to those engaged in other phases of extension work.

Those who want further information and application forms should write (a post card will do) to: Leadership Training Awards, The Fund for Adult Education, 200 Bloomingdale Road, White Plains, N. Y. Specify whether your interest is in mass media or liberal education.

Harvard University

The Graduate School of Public Administration at Harvard expects to offer Conservation Fellowships in the amount of $3,000 each for the academic year 1959-60. The program is designed to provide training in the economic and political aspects of the conservation and development of renewable natural resources. Applicants should be men who are ready for advanced training and promotion. Completion of the program of 1-year entitles the Fellow to the degree of Master of Public Administration.

Applications are made through the State director of extension to the head of the Extension Training Branch, Division of Extension Research and Training, Federal Extension Service, U.S. Department of Agriculture, Washington 25, D. C., by March 15, 1959.

Pfizer Awards

The Agricultural Division of Chas. A. Pfizer & Co. of Brooklyn, New York, has announced the sponsorship of four fellowships for travel or study to be offered in the fall of 1959 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 programs, a detailed plan of how they propose to use their awards, and information on their personal and educational background. The study per-

iod 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 by July 1, 1959 to the Extension Training Branch, Federal Extension Service, U.S. Department of Agriculture, Washington 25, D. C.

Horace A. Moses Foundation

The Horace A. Moses Foundation, Inc., West Springfield, Mass., is providing 102 scholarships of $100 each, 2 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 by April 1 through the State director of extension to the Extension Training Branch, Federal Extension Service, U. S. Department of Agriculture, Washington 25, D. C.

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 Fellowships 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 again making available two such fellowships.

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

Farm Foundation Scholarships for Supervisors

The Farm Foundation offers 20 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 20 States enrolled in the supervisory course during the 1959 summer session at the National Agricultural Extension Center for Advanced Study.

Applications should be made by May 1 through the State directors to R. C. Clark, Director, National Agricultural Extension Center, University of Wisconsin, Madison, Wis.

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.

National 4-H Club Foundation and Sears-Roebuck Foundation

In 1959, for the eighth 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 will be held June 22–July 31 at the National 4-H Center, Chevy Chase, Maryland, in cooperation with the College of General Studies, George Washington University.

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. Applicants 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 Extension Training Branch, Federal Extension Service, USDA, Washington 25, D. C., by April 1.

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; specialists will be considered if the quota is not filled from supervisory staff. Fellowships will apply to staff members of the State extension services and USDA.

Courses of study may be pursued for 1 quarter, 1 semester, or for 9 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 9 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 to administrators and supervisors apply in any one of the following universities and colleges: California, Chicago, Cornell,

(See Scholarships, page 14)

A CASE

(Continued from page 5)

in the area of program development, including techniques of recognizing and analyzing problems, securing background data, and using group processes in arriving at appropriate programs. Other choices included work in evaluation, leader training, techniques in communications, and general teaching methods.

Prof. J. Paul Leagans of Cornell sums up well the competencies required of extension workers. These are broad categories and their content is not considered static. Here, in consolidated form, is his list of important areas of understanding and knowledge in which extension agents must possess competence: technical subject matter; understanding the Extension Service; human relations; program planning, objectives and goals; organization; counseling; working with local leaders; teaching principles and practice, especially in extension education; evaluation; and communication.

Training needs of individual agents are usually different. Consequently each one will want to sort out areas in which he could profit most by additional study.

State extension personnel work hard at keeping subject matter developments at the agents' finger-tips. Similarly, most States are making real efforts to provide in-service training in the other areas.

These activities are commendable and are an important part of an extension professional improvement program. However, for some needs more intensive work may be required.

Extension summer schools offer a curriculum pointed toward modern day training needs and are within reach of nearly every agent. More and more agents are taking advantage of study or sabbatic leaves often combined with scholarships or other grants to do intensive graduate study at a variety of institutions offering courses of special interest to extension workers.

Extension workers have long been recognized for their ability to keep professionally abreast of changes. Recently these changes have been coming with faster tempo and some with more profound significance. Extension's future contributions can only be as great as the level of professional competence its personnel attains.

ADJUSTING

(Continued from page 4)

Regular sabbatical leaves, preferably for an academic year, are desirable to give a better chance for sustained study. A half-year may be all right after graduate work is completed, but otherwise it is too slow a rate to permit a person to get a degree. Use of Federal funds to stimulate advanced study can be helpful. We need to emphasize more research and study in extension methods, program planning, and even in subject matter at the graduate level.

Our goal should be a Ph. D. for a much larger number of county agents and for all extension specialists and administrators. While I do not worship degrees as such, they are the most effective way yet devised to stimulate continued professional growth and development.

Let us look to our good, experienced men and women and help make it possible for them to take advanced study for continued growth, and have a salary schedule that will justify the best possible training for capable, workers. Only in this way can we be sure that the Extension Service will grow and develop in service to all the people, and merit the continued support and confidence of the public.

GROUP DEVELOPMENT

The 13th Annual National Training Laboratory in Group Development will be held this year at Gould Academy, Bethel, Me. from June 21 to July 10.

The session 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 Teachers', Delaware, Kansas, Michigan State, New York, Utah, Northeastern, and Vanderbilt. For further information write Mrs. Aieleen Waldie, National Training Laboratory, 1201 16th Street, N.W., Washington, D. C.

SCHOLARSHIPS

(Continued from page 13)

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 Farm Foundation not later than March 1.

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.

Sociological Internships—Rutgers

Four Sociological Internships of $2,000 to $2,400 are offered by Rutgers University. The internships provide for half-time course work at Rutgers (the State University) and half-time research at the New Jersey Department of Institutions and Agencies. These are designed for students with special interest in corrections or mental health. The grants are tax free. (Tuition may be remitted.)

Applications for admission to the graduate program should be made directly to the University Director of Admissions, Rutgers—The State University, New Brunswick, New Jersey, not later than March 31, 1959.

Study-Travel Leave - - A Winning Combination

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

Home Agent Crawford unpacks souvenirs from her graduate study-travel leave.

My 3-in-1 sabbatical leave took me to New York City and Moscow with several stops in between. This was a most stimulating way to spend a leave—studying at Columbia University, traveling in seminars, and travel on my own.

I looked on the leave as the opportunity of a lifetime. So I included both graduate study and a face-to-face study of life in certain European countries. Fortunately, the two goals dovetailed and the semester of graduate study actually gave me much preparation for the study abroad.

The leave broadened my understanding of people. This will show in every part of my future teaching program. The studies at Columbia University suggested new approaches to influencing change in others. The need for every family to realize that changes of various kind are normal and to be expected will be emphasized more.

I know that I'll continually suggest how interrelated this world has become. I'm even more enthusiastic about the International Foreign Youth Exchange program and plan to study at least one foreign language.

School Studies

I spent the 1958 spring semester at Columbia University Teachers College. There I chose courses which I felt would contribute to understanding family problems in this jet-propelled century. In such courses as psychology of family relations, international cultural relations, anthropology and education, and others, I could feel my outlook broadening.

One course, professional resources of New York City for home economists, proved exciting. It included visits to such places as the research laboratories of a large chain department store, a foods testing kitchen, the food service department of a large hotel, and Manhattanville Community Center where housing, recreational, and cultural facilities have been provided for people of many cultures living in one community.

Consciously, I also began obtaining an international viewpoint which would serve me in the next phase of my study. I visited the United Nations sessions five times. Life at International House where many of the 600 resident graduate students came from 60 other lands was an experience I'll long remember.

Traveling Seminar

The second part of my study began as my resident work at Columbia University ended. The university had arranged a traveling seminar with stops in London, Copenhagen, Moscow, Warsaw, and Brussels. The purpose was to provide first-hand observation of social, technological, economic, and cultural changes in the cities visited, with special implications regarding youth and education.

The seminar took us into classrooms, from kindergartens to universities, of England, Denmark, Russia, and Poland. We also conferred with ministries of education and teachers' unions. As a part of the seminar, I attended symphony concerts, ballets, cinemas, theaters and other cultural expressions of both the iron-curtain and free countries.

In Moscow the seminar visited a cooperative farm and, through interpreters, we were able to talk with the teachers and several mothers.

Being greatly interested in how different peoples lived, I often arose early to visit the markets, stores, and shops before seminars started. This was a good way to learn about the everyday customs and habits of the people.

My Own Travels

The third part of my leave found me on my own in various European countries. My aim was to see as much of these countries as possible getting first-hand experiences among the people and seeing some of those things I had read about.

Friendships developed at International House in New York helped me establish contacts in the various countries. While in Cologne, I was entertained by the mother of a student I had met at International House. In Stockholm and Malmo, Sweden and in Copenhagen, Denmark, I visited with families whose relatives I had met in New York.

In Holland, I visited cheese farms, flower markets, and fish and produce markets, and took part in a guided tour of farming areas. Two weeks in Norway and Sweden proved both educational and interesting. Switzerland with its well manicured farms showed how farmers produce a livelihood on small acreages. Germany, France, and Italy all contained much of interest.

As soon as I returned to my home counties, I planned ways to make

(See Study-Travel, page 18)

Summer School . . A Valuable Experience

by H. K. NICHOLSON, *Anne Arundel County Agent, Maryland*

EARLY in 1958 when my supervisor approached me about attending summer school, I was somewhat indifferent. I had frequently considered returning to school for a semester refresher in extension methods and procedures. But could not see how I could just "up and go" to school for 3 weeks at that time.

Perhaps my principal drawback was financial. However, the guarantee of sharing in the cost of the 3 weeks' session convinced me that this was an opportunity I couldn't pass up.

One requirement in accepting the scholarship was that a course in farm policy be included. I accepted and from July 6-21 studied farm policy and extension program planning at Cornell.

Enjoyable and Profitable

These 3 weeks were perhaps the most valuable ones I have ever spent in a classroom. I had been out of school since 1947 and, although I have attempted to keep up to date with technical advances, it is time consuming and difficult to do while on the job. So the 3 weeks were both enjoyable and profitable.

No matter how you figure it, it's a big job keeping up with rapid changes and multiple programs in modern agriculture. In the farm policy course we studied government participation in agriculture from the early history of our country up to the present time. Probable future participation was discussed along with possible consequences.

This course is proving valuable in dealing with policy in agriculture in my county.

The other course, extension program planning, was equally interesting and was adaptable to the extension program in the county. The central point was the development of a county program based upon the needs of the people. It dealt with methods and procedures of involving people in helping to plan and carry out the program they feel they should have, based upon their needs.

The class was divided into five groups. Each group was assigned a special problem to discuss and present to the rest of the class. After each presentation the topics were discussed and evaluated with reference to extension use.

Members were also asked to develop a special problem in connection with a need in their home counties. So I worked out details for organizing commodity planning groups in my county.

Summer school is a marvelous experience. In addition to technical information, workers have an opportunity to study objectively the extension program in their own counties.

This was a valuable and much appreciated experience. It gave me an opportunity to bring myself up to date on what is going on in areas other than my own particular county. Summer school should be experienced periodically by all extension workers.

SCIENTIFIC APPROACH

(Continued from page 3)

and family questions. Often this happens because they are not convinced about the first two questions, why get further education and what kind they need.

Next, where should you go? What colleges offer the kind of education you want? Should you take leave for a year and work for a degree, or should you go to an extension summer school and start work on a degree? Agents often do the latter to see if they can still do college work. After a short period of adjustment, most not only find they can but can do it better than they did as undergraduates. Even agents with years of experience find this to be true.

And now, finally, what will you get out of it? What will its worth be to you?

These are some things agents have told me. "It has been an investment in the future. It has increased my marketable abilities. I am better qualified to do extension work."

Know How and Know Why

"My mind has been broadened. I have been exposed to new ideas and expanded my thinking. It has given me a better understanding of people and this is so important to an extension agent. I didn't get much detail on how to do extension work, but I got the broad principles and understandings with some applications; now I can make my own applications. It changed me from a mechanic to an engineer in Extension. I not only know how, but I know why.

"Association with agents from other States and discussions of common problems are not the least of the values of further education. This is an enlightening and broadening experience.

"It has been a satisfying experience and has been worth all the effort. I am glad I did it. It was quite an experience for the family, too. It was a good educational experience for the children."

Reading this issue of the REVIEW will help you decide whether to get or not to get further education. Discuss it with your district supervisor, your family, and your county board. Get all the information you can.

If you use the scientific method, you won't let your subjective feelings influence your decision too much. Base it on the cold facts and apply reason. If the balance is in favor of not getting further education, you can feel confident that you have considered all the facts. If it is in favor of getting further education, put your power and energy behind it and get your money's worth.

Training for Work in Rural Development

by **RALPH RAMSEY**, *Rural Sociology Specialist, Kentucky*

MANY people in low-income areas are lacking in education, health, capital, or even the willingness to accept the risk involved in increasing income. Farm people in these areas are usually: older people who get income mainly from returns from capital, savings, or some form of social security payments; young people just getting started who have little capital; and the chronic low-income people who are lacking in several of the necessary characteristics.

The major problem of the latter group is their acceptance of low-income as being a normal condition. So an extension worker's job with this group may be to change attitudes of people rather than to supply up-to-date research information.

With some low-income people, the agent may be more a social worker than an information-giving educator. The wants, standards, and aspirations of low-income people are quite different from those of the usual family with increasing income and increasing level of living.

In addition to the usual technical training in agriculture and home economics, there are other considerations. Nutrition and health are of primary concern for all types of low-income farm people.

The English say that in order to teach Latin to John the teacher should know the subject of Latin and have some understanding of John. To have complete understanding of the people, the agent should have the experiences of living in both a growth climate and a low-income situation. Since this is impossible, we will consider the next best training.

Additional Training

First, the kind of social climate in which the agent has grown to maturity is a given condition. This is usually a middle income situation with college training being evidence of a desire for continuing growth. What additional training experiences are needed to supplement the experiences of living?

Course work is important in the nature of low-income (young, chronic, and older people), the related causes of low-income (ratio of people to resources), the effectiveness of improvement programs which are subject to control (school system), the level of aspiration and kind of thinking, concepts of motivation, group work, personality, and some theory of social action. Such courses are offered in anthropology, sociology, economics, and psychology.

Getting Practice

Opportunity to apply the ideas gathered in course work is recommended. This should be an apprenticeship or intern type of work with a supervisor to assist in relating theory to actual conditions. This stage of the training should result in an ability to talk and think like low-income farmers and at the same time see their long-time potentials.

Two types of relationships need to be practiced. The trainee should counsel with individual families considering their individual differences and practice group work by utilizing the existing leadership among the low-income families.

At his first job location the agent should have the responsibility for initiating a program and putting it into operation. This involves keeping up with current research in group action, social change, and personali-

(See Rural Development, page 18)

Howard Phillips, Monroe County, Ohio, agent in Rural Development, demonstrates trimming of young Christmas trees in school forest.

Understanding of market demands aids farmers in obtaining fair price. Above is strawberry grading demonstration in Somerset, Ky.

FOCUS ON FAMILY

(Continued from page 8)

riculture and home economics teachers laid the groundwork for our teaching experience. But we felt that after 3 and 4 years in extension work, one of the best opportunities available for us to gain a better insight into ways of working with families was to attend a regional summer school. We also felt that if we could attend at the same time, we could better coordinate our thinking and planning.

The University of Wisconsin offered two courses which we thought would fit our needs. One course involved the concepts, principles, and facts needed in farm and home development and how assistance is given farm families in making sound decisions. The other dealt with the principles of sociology and social psychology as it applies to the selection and training of volunteer leaders, forms of individual and group motivation, participation patterns of rural people, increasing the effectiveness of organized groups, and ways of determining the needs and resources of communities.

What We Gained

One of the greatest dividends from summer school was the opportunity to share experiences and ideas with other extension workers from all parts of the United States, Puerto Rico, and Canada.

The urgencies of the issues at hand often prevent us from doing important advanced planning. But when we were at summer school—away from our everyday environment, we had opportunity to gain a better perspective of the work to be done.

One of the more intangible returns from the 3 weeks was the inspiration that we gained. We feel it is of the utmost value in doing our work more efficiently.

An important concept gained from our summer school is that the family, rather than the farm, is the focal point of Farm and Home Development. Our objectives in Farm and Home Development are two-fold—to develop the farm family and to help farm families reach solutions to their problems.

We learned that every phase of the extension program hinges on effective use of the management process. As stated in the Scope Report, Extension's objective is, "the development of people themselves to the end that they, through their own initiative, may effectively identify and solve the various problems directly affecting their welfare."

STUDY-TRAVEL

(Continued from page 15)

the leave meaningful to others. Photos and other visuals were presented before some 800 persons during my first few weeks at home. This was a vehicle to explain our extension program to those not familiar with it, and to reemphasize it to those with whom we had worked. The mass media gave wide coverage to my reports.

I am grateful to those who had encouraged me in taking sabbatical leave. This includes State and county extension staffs and many families in the counties I serve. The Pfizer Fellowship Award not only gave me substantial monetary help but added an intangible lift that made me especially proud to be seeking professional improvement.

Meaning to Others

This encouraging letter from a homemaker seems to be typical of the feelings of many in our area:

"Now that you are back with us again, I thought I would like to tell you what your graduate study and your months of travel and study in Europe mean to me, an average member of one of your home economics groups.

"It means more than just the pleasure and satisfaction of seeing a dear and deserving friend realize a life-long ambition. It was as if a small part of myself went with you—not just part of my heart in love and good wishes, but the part of me that is a mother and wants firsthand knowledge of the joys and sorrows of the children of other lands; the part of me that is just a woman with a woman's curiosity about the women of far-off countries that I know I shall never see—how they dress, how they cook, and run their homes.

"I knew that when you saw a particularly beautiful piece of fabric, you would think of me because I love to sew. When you tasted a new and delicious dish, you would think of some other homemaker because she loves to cook. How did I know this? I cannot tell you.

"How did you, after many months and thousands of miles of travel, know the names and personal interests of hundreds of women living over hundreds of square miles? I cannot tell you that either. But I know that the trip for you was wonderful and for those of us now privileged to share it with you, it is wonderful too."

RURAL DEVELOPMENT

(Continued from page 17)

ty, as well as technology. Educators as well as those with whom they work need to keep up with day-to-day innovations that affect their programs. A continuing evaluation scheme should be developed to help in assessing one's strengths and weaknesses.

The show is really on the road with the second job location. Work habits have been formed, contacts have been established with other workers who have similar problems, attitudes have been developed toward experimentation in methods, and skills have been developed in how to work with different approaches and techniques. The strategy of planning has been developed so that the worker can quickly decide when to be bold and when to coast. The worker has developed confidence in his own ability. Empathy is established with clientele. Objectives are clear.

After such a training program, the agent can combine the best features of the inductive-deductive methods of science with the trial-and-error methods of tradition. He will be more interested in other people's problems and methods of thinking than in getting his own ideas accepted.

The agent can be comfortable thinking as a low-income and middle-income person at the same time. He can "begin with people where they are" and at the same time not rest until they become different.

OPPORTUNITY KNOCKED

by **RUTH BRASHER**, *Assistant State 4-H Club Leader, Oregon*

CONGRATULATIONS! You have been chosen as one of the six 1957-58 National 4-H Club Fellows. Can you accept . . ." This telegram brought the news of a dream come true.

This was a dream come true because a need for advanced study was impelling me to do something. If I were to serve the folks with whom I work more fully in the future than in the past, I would need more training today. This desire for more training had been stimulated by the constant challenges of working with people—also by in-service training experiences as a county extension agent. After recognizing the need for training, the natural step was to investigate how to get it.

The investigation revealed many types of fellowships, assistantships, scholarships, and grants. The variety of opportunities is almost unlimited. Such wide possibilities presented questions—What are the merits of each? Which would give the greatest opportunity for development? Which would more fully equip me for my job?

Narrowing the Possibilities

One by one the opportunities were critically analyzed. One by one the pros and cons of each were segregated and evaluated. The result—my number one choice was a National 4-H Club Fellowship.

The 4-H Fellowship was at the top because the opportunities it embodies go beyond those found in most programs for advanced study. This fellowship is designed to give young extension workers the opportunity to go to the Nation's Capital and there to feel the pulse of this great land.

The course program is developed by the Fellows and the office of Dr. Mary L. Collings in the Personnel Training Branch of the Federal Extension Service. One phase is carried out through conferences with people in positions of responsibility in several executive departments of government.

Time is planned to visit your Congressmen and Senators and to visit House and Senate sessions as well as a wide choice of committee hearings. There is opportunity also to visit the Supreme Court.

These opportunities not only provide factual information relating to the agencies and programs, they are thought provoking and stimulating and a real study of human relations. This was one way to satisfy my desire to learn more about people and how they work individually and as groups.

Official visits include the Archives, Library of Congress, Pentagon, Voice of America, Smithsonian Institution, and Pan American Union. Other visits are made to agencies and groups outside of government such as the National 4-H Club Foundation, major farm organizations, AFL-CIO, and American Home Economics Association.

Cultural and social development are not overlooked. There are opportunities to attend concerts, plays, ballets, dinners, and various other social gatherings.

All this is but one phase of the program. The fellowship's solid core is opportunity for study toward an advanced degree. The study program can be developed with guidance from the Federal Extension Service staff as well as the graduate school and advisor. Fellows have a choice of graduate work at any one of the six universities in the Washington area and may also include courses at the USDA Graduate School. Studying for an advanced degree in this program is optional, so it provides opportunity to select graduate work from a wide base.

Adult education received the nod as my major because even 4-H Club work is largely adult education. Intermingled with these courses were classes in sociology and research methods which helped to develop a questioning attitude. Why did this program succeed and that one fail? What did I do or not do?

A vital part of my graduate work and a challenge from start to finish was my thesis. The challenge began with the selection of a research topic and stayed on through development of the interview schedule, conducting the interviews, tabulating and analyzing data, and then putting it all together. This was one of the most valuable experiences of my life.

More Extension Activities

The fellowship opened the door to participation in and attendance at FES and National 4-H Club gatherings. These included the FES annual conference, Outlook Conference, 4-H Club Conference, National 4-H Club Week activities and National 4-H Club Congress.

Club Congress—this reminds me I have thus far been so absorbed in relating the scope of the program that I have not mentioned that the Fellowship is sponsored by the National 4-H Club Committee (who sponsor Club Congress) and Massey-Harris-Ferguson, Inc. The fellows are the guests of these two groups in Chicago and Toronto for a week prior to going to Washington, D. C. Here truly comes the first glimpse of what the future holds.

Yes, the 4-H Fellowship assisted me in more fully equipping myself for my role as an extension worker. Opportunity knocked and I answered. The need I felt to learn more about my job and about people could be satisfied—at least for the present—and I hoped it would stimulate me to never cease to learn.

A COUNTY CAN CARRY ON

by **MAYNARD C. HECKEL**, *Training Specialist, Virginia*

CAN my county get along without me? This is the question raised by many extension agents when they are contemplating various professional improvement activities.

These opportunities might include extension summer school or other professional improvement programs. In any case, the proposed activity would take the agent from the county for a period of time. Often the county program seems so full that it appears unthinkable that an agent could be away.

The county agent plays a vital role in conducting an extension program. A county can, however, get along without an agent for limited periods of time, if a planned procedure is followed in preparing the local people before the agent leaves.

The fact that the agent takes leave for professional improvement may greatly benefit the agent and the people. The agent, as a result of participating in a well-planned and organized learning experience, will return with a "new look" at his professional responsibilities and the county program.

The people, on the other hand, can also benefit. They may come to realize that they have and can continue to make a real contribution. They may also realize, even more, the need for professional extension leaders.

This situation will not "grow like Topsy". It must be developed. What can the agent do in preparing for his absence? The agent must be willing to invest time and effort. This time and effort, however, should prove to be well invested and result in a stronger and more effective program in the future.

It seems logical that the first step would be to receive approval from the group that will assume responsibility for the program while the agent is away. This includes supervisors, other extension agents in the county, and lay leaders. At this same time, the agent should familiarize these people with his or her proposed study program. This will help the folks realize the importance and value of this effort.

Next the agent must clarify for the members of the various committees their roles during his absence. This will help lay leaders recognize many things that they may continue to share with the agent after his return. Clearly defining the work to be done, however, is of utmost importance.

As the agent prepares the lay leaders for the time he will be away, he should instill in them the fact that he has real faith in them and the job they can do. The agent may soon discover that certain leaders can accomplish some things more effectively than he.

Set Goals

It may prove valuable for the agent to outline a special plan of work with the various committees—setting goals to be achieved. This plan should be reviewed with other agents in the county, be realistic, and fit the circumstances. It will help to serve as a guide for committee members and provide them with satisfaction as accomplishments are noted.

The preceding suggestions actually center around the agent's philosophy concerning leadership and what it means to Extension. It is easy to feel that local people can help the agent with the extension program, but that the entire success or failure of the program hinges on the agent alone.

Real faith in lay leadership, however, makes one quickly realize that the more people help themselves rather than help the agent, the more successful extension work can be. It is because of this basic philosophy that time and effort are necessary to help local people see possibilities for their contributions.

If you are thinking about taking advantage of some future opportunity that will lead to your professional improvement, don't give up the idea because you think your county can't get along without you. You may be surprised, once you have adequately prepared the lay leaders for your absence, at what this absence may mean to the future extension programs in your county.

When the agent returns, the team will be a stronger one and the experience will pay dividends. Take leave with confidence in local people and a feeling that no one is indispensable.

AND HOW WE DID

by **EVELYN ROBBINS**,
Windham County Club Committee, Connecticut

HOW can we possibly get along without him? This was our county 4-H Club committee's first reaction to Maynard Heckel's request for leave of absence.

We were thinking of how much he had accomplished with 4-H'ers in the past few years. He applied the slogan, To Make the Best Better, to all phases of his job.

This slogan could easily have been applied to his plans when he asked for leave. Our agent wanted time off to improve his education.

At once we began to plan for his absence. Several of the committee members had helped guide 4-H activities before. So, with a well-planned program for the coming year, we shouldered Maynard's job.

During his year at school, our agent learned the value of giving local people a job to do. At the

(See How We Did, page 23)

Training to Fit County Needs

by ROBERT LAMAR, *Grady County Agent, Oklahoma*

PROFESSIONAL training serves county agents and the extension program best when it can be directly applied to needs within the county.

This statement may seem too narrow at first glance. Yet real skills in working with people will be retained wherever they are transferred. Past achievements in recognizing needs, organizing resources, and executing program plans strengthen the chances for success in any social situation.

Some examples of the close relationship of professional training to county problems are evident in Grady County, Okla. Early graduate courses taken by the county extension agents in organizing and planning county programs, extension psychology, and group dynamics were helpful in developing such farm organizations as the Extension Advisory Council, USDA Council, Cattlemens' Association, Sheep and Wool Producers' Association, Dairy Breeders' Association, Poultry Federation, Soil Improvement Association, Certified Seed Producers' Association, 4-H Club Federation, and County Fair Associations.

Wide Range of Courses

A soils problem course was applied in setting up a county soil testing program. Since 1950, 8,553 soil tests and soil improvement recommendations have been made by agents in Grady County. The County Soil Improvement Association has leased 20 acres for a 10-year research program to be conducted by Oklahoma State University research scientists. The county agent's research for his master's thesis dealt with organizing an educational program for soil improvement.

Chemical weed control is needed on many Grady County farms and the agent must have the right answers. Agent Lamar (left) and farmer examine weed growth in pasture.

Information gained from artificial breeding courses resulted in the first "do-it-yourself" artificial breeding organization in the country. More than 25 dairymen have been trained in the technique and 12 dairymen now maintain herd improvement demonstrations, breeding 300 cows annually from a frozen semen supply kept at their individual farms. They report conception rates equal to or above the rate for natural breeding.

Courses in turf grasses and landscaping have been helpful in meeting urban demands for assistance. The results include 51 plans for farmstead design and landscaping development demonstrations in the county.

Journalism courses in communications and specialized reporting help coordinate the total farm and home program through mass media. This multiplies the efforts of 90 farm and agribusiness leaders who serve as directors and officers of the various associations.

Courses in marketing and farm management were taken for balance and guidance in these fields, and particularly for use in the Farm and Home Development program.

Using New Knowledge

County Agent Lamar is called on to contribute time and effort to civic and community service. For example, he served as a member of the steering committee to secure passage of county bonds to build a $2 million county hospital and a $2 million lake water supply for the county seat. Social studies and communications courses taken as a part of his graduate work helped Lamar with these projects.

Another first for Grady County was securing approval and cooperation of agricultural agencies in building road fill dams on county roads. These dams serve the three-fold purpose of supplying stock water for farmers, controlling flood water and erosion, and replacing wooden bridge structures with permanent fills.

Grady County was the first in the nation to introduce this program and get approval from cooperating agencies and officials on National, State, and county levels. Over 75 such structures have been built and are controlling run-off water from more than 8,000 acres.

At the present time, Lamar and Assistant County Agent James Barnes have M. S. degrees in rural adult education and B. S. majors in animal husbandry. Associate Agent Donnie Northcutt has an M. S. degree in agronomy and a B. S. in animal husbandry.

With appropriate guidance and advance planning from the State extension staff, this graduate work has been completed without great loss of time from the county. This does not mean that professional improvement has ended for these agents. They expect to continue advanced studies where training is needed to keep pace with changing farms and homes of tomorrow.

Council of Extension Organizations

Top Priority Given to Advanced Training

by R. H. McDOUGALL, *Butler County Agent, Pennsylvania*

FULL support of the three national professional improvement associations, the NACAA, NACCA, and NAHDA, is behind the effort to coordinate a number of the programs and activities of these associations.

The Council of Extension Organizations, consisting of two representatives of each of the associations, was formed in December 1957 in Chicago for the correlation of the work of the mutual interest committees. Avoidance of unnecessary duplication was given priority.

At a council meeting in Washington, D. C. in June, the work of the professional improvement committee was considered. It was agreed that professional improvement was an area of mutual concern that should be explored first.

Program for Training

The following program approved by the officers of the three associations received the approval and commendation of the Extension Committee on Organization and Policy.

Extension agents need a continuing education. Four years of college training is no longer adequate for extension workers. Those who continue in the profession need:

1. Inservice training to keep up with the job day by day.
2. Guided advanced training after experience has been obtained.
3. Guidance and encouragement in advanced training by State and Federal administrations.
4. Every opportunity available to provide encouragement for professional improvement, including scholarships and fellowships, visiting other agents at work, and travel.
5. Temporary replacements while the agent is training.

Our professional standing with others in the education field demands that we obtain advanced training.

Each agent should be encouraged to keep an up-to-date record of his professional improvement and have it included on his personnel record.

Where advanced study is combined with good job performance, recognition should be given the agent through salary adjustments.

Recommendations for States

The Council of Extension Organization recommends three practices for States in order to encourage professional improvement.

Each State should form a council of extension personnel including both State and county workers to consider professional improvement problems and solutions. Each agent association should encourage agents to investigate and make application for scholarships about 2 years in advance of the time they expect to study. Each State should designate a person to keep information on available scholarships and fellowships and encourage agents to make application.

PAVING THE WAY

(Continued from page 7)

may be granted all professional workers for professional improvement each year. This may be for study at Oklahoma State University or another school selected by the individual.

Extension agents are eligible to participate in the sabbatical leave granted to the regular academic staff on the campus. This is for one-half of base pay for not more than one year.

The 3-week extension summer school on campus will continue to offer selected courses at the graduate level.

Orientation and training of new workers will be continued. Each new worker will be given 2 weeks of induction training before assignment to a county. Plans are to have all new employees spend a minimum of 3 months after the induction training in a county on an acting basis before being assigned to the county in which he is to work.

Graduate Offerings

The colleges of agriculture and home economics will continue to provide courses on the graduate level at centers over the State. These courses are those needed by the agents to help equip them to do a more effective job of teaching and serving the people. Some will be in the field of technical subject matter.

In-service training must be continued. This will include special short courses, conferences, field days, and training in communications. Extension agents have been given 9 days in communications training and plans call for continuation of this work.

A team of extension personnel will attend the communication training school in Athens, Ga. When the team returns, it will continue the communications training, thereby giving all Oklahoma extension personnel benefit of the National Project in Agricultural Communications. It is also planned to give all new agents a minimum of 2 weeks of communications training on the campus.

Schooling On-the-Job

Major emphasis must be placed on on-the-job training for agents. It has been found under most conditions that 3 weeks is the maximum time an agent can be away from his county. Most agents are not financially able to spend 6 months or a year in school. So if many of them are to complete requirements for the M. S. degree, it must be made possible for them to meet these requirements on the job. This means arranging for courses to be taught at graduate centers over the State, as well as continuing our extension summer school.

Since starting the 3-week extension summer school in 1952, 37 agents have completed all requirements for the M. S. degree. Records show 96 men agents and 53 women agents with a study plan for their M. S. degrees at the present time, having

completed 9 or more hours. As a result of this program the dean of resident instruction in agriculture and the dean of home economics have established an M. S. degree in Rural Adult Education, which is especially designed for extension agents.

With a liberal plan for educational leave for agents and special courses being taught at graduate centers over the State, many of the 149 agents now working toward advanced degrees can expect to complete their graduate program and receive the M. S. degree.

HOW WE DID

(Continued from page 20)

same time, he gained ideas on how to help people assume more responsibility in the fast-growing 4-H program.

As a result of his guidance, our county committee now takes an active part in building and carrying out all phases of 4-H work. Each one realizes that he is needed in this job. Work is no longer left to just a few.

Another especially valuable part of Maynard's training developed through his thesis. His subject, the importance of a good county club committee, called for intensive study. From the angle of a student he worked with us for a week—asking questions and seeking ideas.

Multiple Results

This study had a double-barreled effect. Not only did it help our agent-student, but it made us recognize how important this committee really is. The more we talked about our duties, the more we realized how much we could do to help agents strengthen 4-H programs.

Not only did Maynard receive professional improvement, he brought back a world of inspiration and a realization of the many tasks the county committee should do.

Since then, this added education has enabled Maynard to take another and better job in a larger field. But the new ideas and guidance that he brought back to us are still felt. They are urging us on with the work of helping our youth To Make the Best Better.

SEEING HOW

(Continued from page 9)

assistant agents, we were shown several projects which have been either designed for use in urban areas or have adaptability for application in such locales. These include various arts and crafts, indoor gardening, terrariums and aquariums, home grounds improvement, and a relatively new project covering lawn power equipment.

In Nassau County, we conferred with the eight club agents on methods of organizing new clubs, means for providing leadership training, and subject matter projects. Agent Dorothy Flint arranged for us to either accompany agents to a local club meeting, observe a leadership training session, or observe one or more agents in organizational situations.

Perhaps the most salient features of the Nassau County program are the intensive leadership training that is provided and the extensive facilities that are available to carry out this phase of work. The extent to which the people in the county support the 4-H program is reflected in the funds appropriated to defray the costs for rental of rooms used primarily for leadership training.

Agents' Reactions

It is interesting to note the reactions of the Michigan agents to what they observed and what they are hoping to implement into their respective programs.

Don Hine (Detroit): "Some of the projects the other States are using should be a big help in attracting new members in and around Detroit. I also want to try some organizational methods that seem to work in urban areas."

Bill Milbrath (Kalamazoo): "The most important thing I will be able to apply is the leader training methods such as the leaders' institute and the intensive subject-matter training methods."

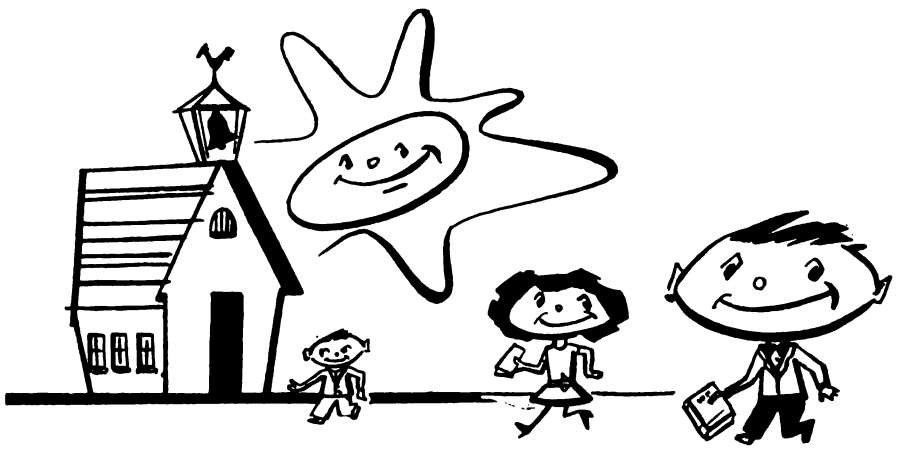
Marie Wolfe: "I think there ought to be more exchange between States and I mean actual visitation, not through correspondence. Agent exchange between counties within States has a lot of promise as a professional improvement project, too."

Other ideas that may have application in the State's urban program include providing additional awards to young members to hold their interest in club work, short-term projects, and community achievement days.

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 2121	Disk Plows—*Replaces F 1992*
F 2127	Light Horses—Replaces F 952
F 1330	Parasites and Parasitic Diseases of Sheep—*Slight Revision 1958*
F 1437	Swine Production—*Slight Revision 1958*
F 1692	Bean Diseases and Their Control —*Reprint*
F 1972	Poison Ivy, Poison Oak and Poison Sumac—Slight Revision 1958
F 2002	For Insurance Against Drought Soil and Water Conservation—*Slight Revision 1958*
F 2019	Ornamental Hedges for the Central Great Plains—*Reprint*
L 219	The Home Fruit Garden in the Southeastern and Central Southern States—*Slight Revision 1958*
L 227	The Home Fruit Garden in the Northeastern and North Central States—*Reprint*
L 245	Palpating Domestic Rabbits to Determine Pregnancy—*Reprint*
L 439	Spring-Flowering Bulbs—*New*
L 440	Irrigation of Field Corn in the West—*New*



SUMMER SCHOOLS-1959

Cornell University Ithaca, N. Y., July 6-24

The Role of the Specialist in Extension Education, Elton K. Hanks, Cornell
Principles in the Development of Youth Programs, Mylo Downey, Federal Extension Service
Farm Policy Education, Luther J. Pickrel, Minnesota
Communications in Extension Work, George Axinn, Michigan
Program Development in Extension Education, D. B. Robinson, Ohio
Marketing Problems and Extension Programs, Lloyd Davis, Federal Extension Service
Leadership Development, Gordon Cummings, Cornell
Psychology for Extension Workers, Glenwood Creech, Wisconsin

University of Arkansas Fayetteville, June 22-July 10

Development of Extension Programs, Charles A. Sheffield, Federal Extension Service
Organization and Procedures in 4-H Club Work, John Banning, FES
Extension Education in Public Affairs, William Turner, North Carolina
Psychology for Extension Workers, W. N. Williamson, Texas
Evaluation of Extension Work (to be announced)
Use of Groups in Extension Work (to be announced)

Colorado State University Fort Collins, June 15-July 3

Family Financial Management (to be announced)
Principles and Techniques in Extension Education, G. P. Summers, Kentucky
Basic Evaluation Adapted to Extension Teaching, Ward F. Porter, Federal Extension Service
Public Relations in Extension Education, W. L. Nunn, Minnesota
Principles in the Development of Youth Programs, (to be announced)
Extension Group Processes, R. W. Roskelley, Utah
Organization and Development of Extension Programs (to be announced)
Great Plains Problems, (to be announced)
Principles in the Development of Agricultural Policy, Tyrus R. Timm, Texas

University of Wisconsin Madison, June 1-19

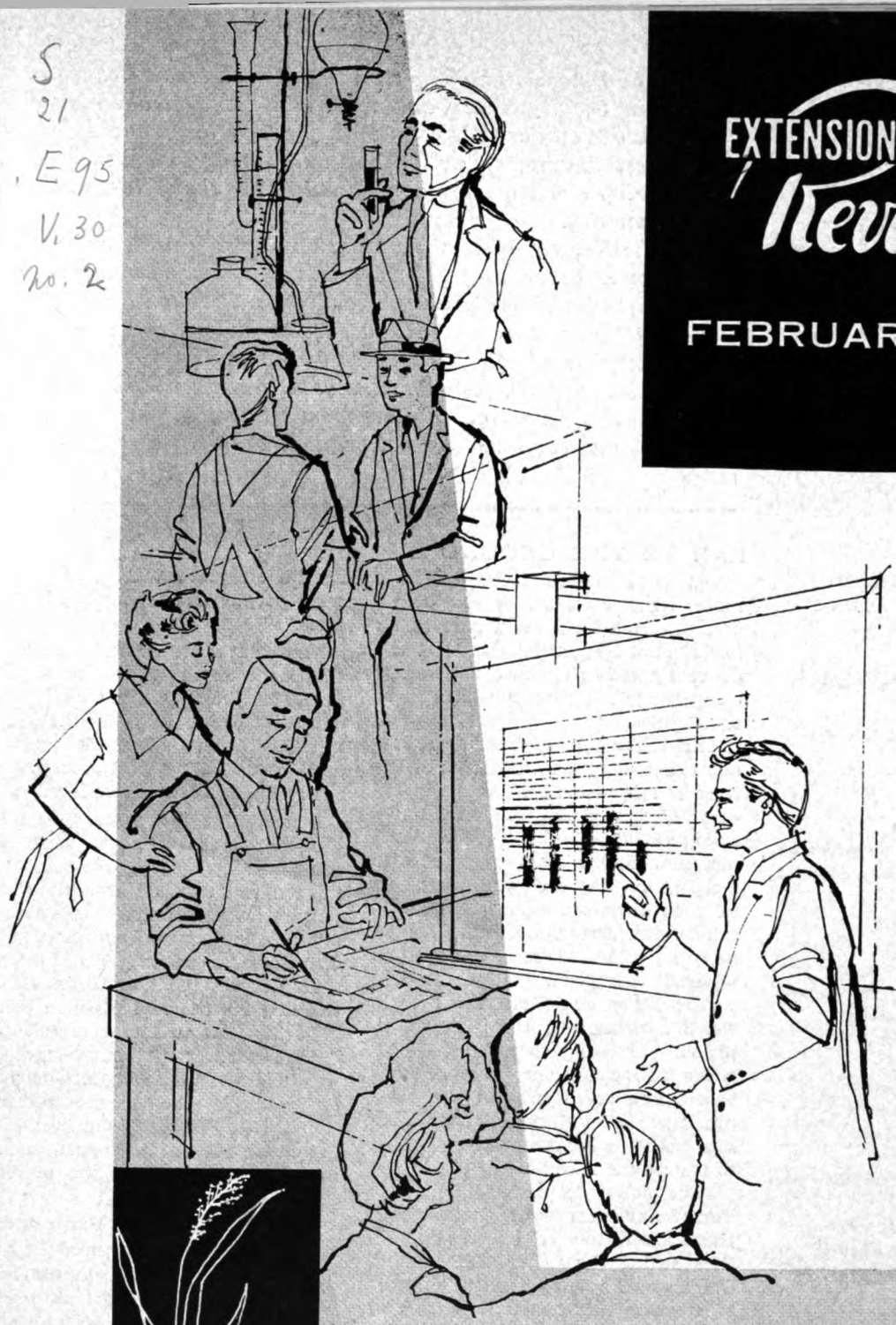
Extension Communication, M. E. White, Wisconsin
Farm and Home Development, B. E. Lanpher, Federal Extension Service
Development of Extension Programs, Gale VandeBerg, Wisconsin
Evaluation of Extension Work, Laurel Sabrosky, Federal Extension Service
4-H Club Organization and Procedure, T. T. Martin, Missouri
Extension Methods in Public Affairs, J. B. Kohlmeyer, Indiana
Administration of County Programs, E. V. Ryall, Wisconsin
Rural Sociology for Extension Workers (to be announced)
Current Research in Extension Education, J. A. Duncan, Wisconsin
Personal and Family Finance, Louise A. Young, Wisconsin

Prairie View Agricultural and Mechanical College Prairie View, Texas June 8-26

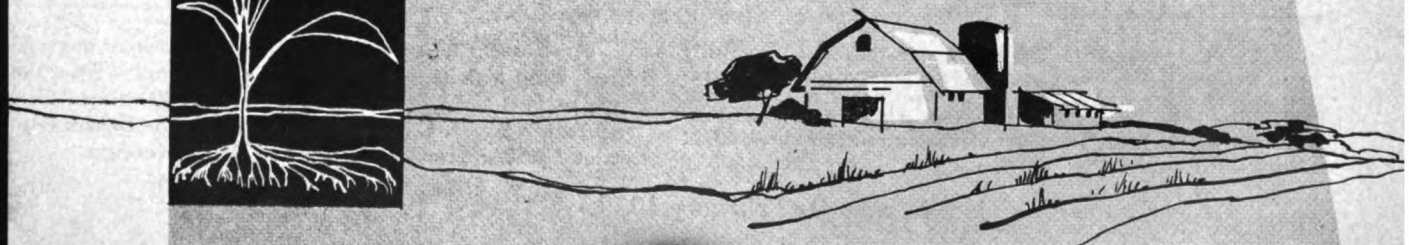
Agricultural Communications, Sherman Briscoe, USDA
Rural Sociology for Extension Workers, Kate Adele Hill, Texas
Rural Development for Extension workers, F. W. Sheppard, Texas
Development of Extension Programs, Martin Bailey, Maryland
4-H Club Organization and Procedure, Ben D. Cook and Floyd Lynch, Texas
Extension Supervision, P. H. Stone, Federal Extension Service

EXTENSION SERVICE Review

FEBRUARY 1959



Increasing Efficiency In Agricultural Production



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. 30 February 1959 No. 2

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

"Extension needs today—perhaps more than ever before—to define and to agree on a hard core of its educational responsibilities," say the Scope Report. Nine major elements comprising that core are outlined in the Report.

This is the first of a series of special issues on these nine areas of Extension responsibility. Each will explain the need for emphasis, give examples of how this need is being met, and explore fresh approaches to meeting it. And each will show how all nine areas are closely related.

That's something all of us should keep in mind—these are not nine separate activities. We can't say, we'll work on area No. 1 this month, No. 2 next month, and so on. Emphasis will vary depending on local needs and conditions. But together these nine areas make up a total program that will insure that Extension makes a maximum contribution to the people it serves.

Paul Johnson, editor of Prairie Farmer, ably expressed the need for this broader look at our responsibilities during the recent FES Annual Conference. "To whittle the number of farmers needed to 5 percent of our total population," he said, "is an amazing accomplishment. But the achievement of the 20-to-1 ratio is not an adequate goal in itself. We serve people, not technological processes."

And that's an objective cited in the Scope Report," . . . the development of people themselves to the end that they, through their own initiative, may effectively identify and solve the various problems directly affecting their welfare."

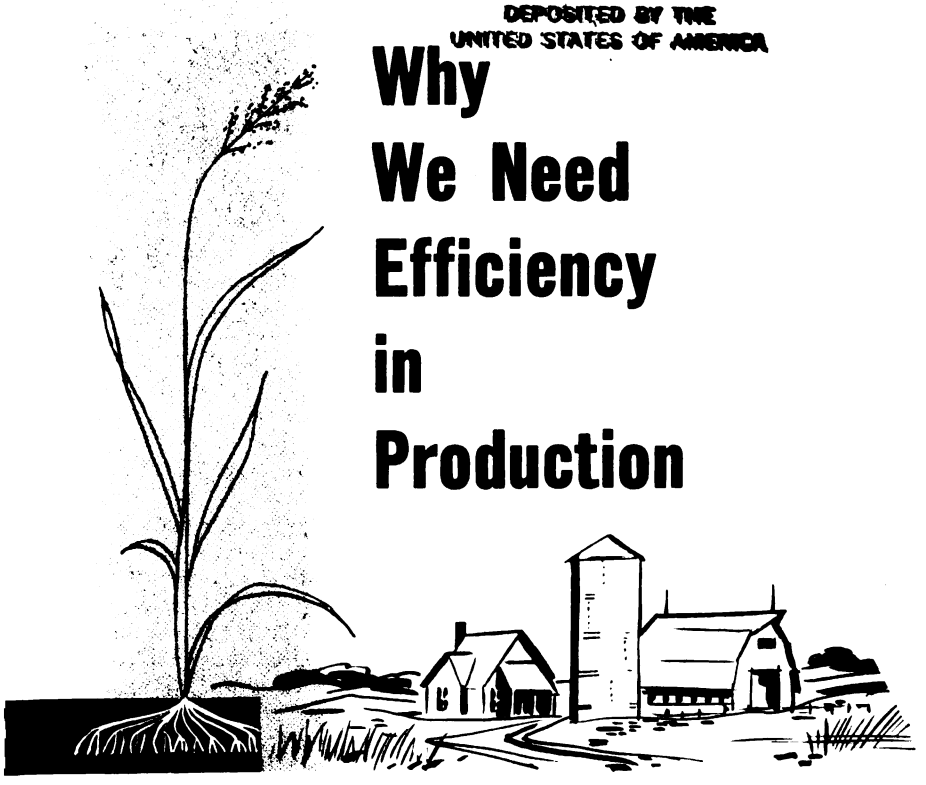
In planning this issue of the REVIEW, we didn't want to emphasize efficiency as such. Instead, we wanted to show the breadth of Extension's responsibilities in enlisting organizations, knowledge, and methods to serve people. For example, some articles tell how to get people to recognize the real problem before planning how to increase efficiency. Others stress the importance of weighing alternatives before deciding on methods, the use of research findings to increase efficiency, enlisting support of other agencies and industry to help solve the problem, and so forth.

Management on the Farm and in the Home will be featured in next month's issue. It will discuss management needs of various groups served by Extension, and how extension workers are getting the job done.—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.

Why We Need Efficiency in Production



by H. R. ALBRECHT, *Director of Extension, Pennsylvania*

EFFICIENCY in agricultural production is featured as the first of nine areas of program emphasis in the statement of scope and responsibility of the Cooperative Extension Service. This is not surprising because since its beginning the Extension Service has encouraged farmers to improve their production practices to meet the demands of a growing nation.

The American people have benefited substantially from the agricultural research programs of the Land-Grant Colleges, the U. S. Department of Agriculture and industry. This research, brought into application through the efforts of Extension, has brought high quality food and fiber at low cost to all people.

The amazing productive capacity of the American farmer and the land he tills have served the nation well—in war and in peace, during high and low tides of the nation's economy, in the face of a rising population and a decrease in the number of acres farmed. It has enabled the release of many farm residents into the working force of the nation's industry, helping to establish for America the highest level of living known in history.

The blessings which abundance brought the nation have created certain problems: surpluses, low prices for some commodities, restrictions in freedom of production. These have been compounded by some factors which are relatively new to the American scene:

- A shifting market structure influenced by changing consumer preferences and a need for dependable supplies of uniform quality products.
- Increasing urbanization, bringing with it such factors as conversion of productive farm land to nonfarm uses, increased taxation, restrictive ordinances, highway construction, etc.
- Continual changes in technology as a result of accelerated research.
- Competition from other segments of American industry for land, competent labor, and management.
- High capitalization required in agricultural production and rising costs of supplies, labor, and taxes.

These factors call for continued emphasis on efficiency in agricultural production if the farmer is to gain and maintain a favorable position in the American economy. High capitalization and production costs require labor-saving machinery and intelligent use of land and water resources, new varieties of crops, feeding principles, business practices, etc. These adjustments must be made in the face of increasing population and land pressures.

Meeting All Needs

It is evident that Extension must make certain program and organizational adjustments if it is to service adequately the nation's farmers and its consumers of farm products. Programwise, Extension must improve and expand the use of the unit approach for greater efficiency in agricultural production. New technology must be introduced into farming operations with efficiency, but not necessarily increased production, as a foremost objective.

Extension-developed plans should assist farmers to use all available services of government and private agencies. An intensification of farm and home development and the program projection processes seems inevitable if farmers, processors, distributors, and consumers are to gain a comprehensive understanding of all components of agricultural production and marketing.

Organizational adjustments which Extension must make in order to most effectively promote greater efficiency in agricultural production include:

Stress technical areas which contribute directly to efficiency of agricultural production with a minimum expenditure of resources.

Adopt the team approach in problem identification and solution and in program development.

Improve liaison with research personnel, with special emphasis on identification of research needs.

Adjust staff and other resources to fit changing circumstances, reassigning responsibilities if necessary.

Expand in-service and professional training activities.

Develop and refine all techniques, including leader training, which will *(See Production Efficiency, page 42)*

Farm and Home Development Advances Efficiency

by J. E. STANLEY, *District Agent, Mississippi*

TIME after time, as a county agent, I made such statements as: "How I wish I could spend more time with farm families so that I might see them through on planned farm and home programs;" or "It would be a real pleasure to work more closely with that family if only time would permit."

Enough time to counsel with individual families wasn't available to county agents 20 years ago, nor is it possible today to the extent desired. I have felt for many years that such a method of extension teaching had a definite place. And the Farm and Home Development approach is an answer to this need.

This teaching method has many advantages. To put over the best teaching job, which will result in the acceptance and use of better practices on the farm, the agent must establish himself and gain the friendship and confidence of the family. Since he works mainly with a selected group, he can spend sufficient time with each family to accomplish this.

The agent has an opportunity to spend enough time on each farm to become familiar with its possibilities. He and the family can determine the farm's ability to produce, what is needed to reach its potential, and best land use for each area of the farm.

There is time for the agent to sit down with the farmer and his family, discuss the farm possibilities, and help them work out both an annual and a long-time farm plan. This farm plan may include the addition of new farm production incomes as well as more efficient production in the existing enterprises.

After the family has planned the farm program, the agent in Farm and Home Development has an opportunity to follow through and give the family guidance and assistance in making the plan work. This is possibly the most important part of all, since plans which are made and then forgotten have no meaning, but actually result in a waste of the planning time.

An example of this close work between county extension workers and individual farmers is the case of dairyman Lester Thomas of Tippah County. His milk production and farm income have nearly tripled since he enrolled in Balanced Farm and Home Planning.

Importance of feeding cows according to production is explained to dairy farmer by Associate County Agent C. B. Betterton.

Thomas' dairy production seemed unreasonably low so he and C. B. Betterton, then associate county agent, went to work to find the cause. Thomas was feeding ample amounts to all of his cows, but the feed was extremely low in protein. Almost overnight after the protein content was stepped up, his cows began putting more milk into the bucket.

Along with the improved feeding program, Thomas began weighing the milk from each cow and feeding according to individual production. He also began keeping accurate production records and used this information in culling and continuing to improve his dairy herd.

Improving Income

More income for more farmers resulted from Balanced Farm and Home Planning in Tishomingo County. Farmers and extension agents located markets and worked with feed dealers to set up a commercial egg program. Farmers taking part in this new source of income operated both as independents and as participants in integrated programs.

Mr. and Mrs. Travis Cain, Balanced Farm and Home Planning cooperators, had been producing broilers, but sharply fluctuating prices made this unsatisfactory. A reasonable alternative was a switch from broilers to laying hens.

The Cains have expanded their commercial egg program from 5,400 pullets to a present laying flock of 7,000 birds, plus 4,000 replacement pullets. They have also built a new home and enlarged and improved the laying houses. They are sold on Balanced Farm and Home Planning.

As these examples show, the Farm and Home Development approach promotes efficiency in production. And higher net income realized through efficiency enables the family to attain their goals.

Taking Out the Guesswork

by W. C. WHITE, *Extension Agronomist;* W. C. WILLIFORD, *Hoke County Agent; and* G. D. McCART, *Agronomist, State Department of Agriculture, North Carolina*

One of the first steps in promoting soil testing is to show farmers how to take good soil samples.

SOIL tests of every farm—more than 1,000—in the county. That was an ambitious goal set by Hoke County farmers in 1958. And they reached it, thanks to the Big Test program.

Every farmer participated in the seven communities of the county. Nearly 6,000 soil samples were collected—more than had been collected in the 15 previous years.

Many North Carolina farmers spend as much as 10 percent of their total earnings for fertilizer and lime. So they want to get every dollar possible for each one spent on these items. To realize such returns, however, plant nutrients must be applied according to nutrient levels in soils and to requirements of various crops. This was why farmers in Hoke County started a county-wide soil testing program in 1958.

Net farm income had gone down for several years for these farmers. Reduced cotton and tobacco allotments were among the reasons for this trend. But it was apparent to county agricultural workers that farm income could be improved considerably by increasing efficient crop production—reducing production costs per unit of yield.

County agents have real opportunity to help farmers by interpreting soil test results.

Here's where soil testing enters the picture. It is the best means for farmers to learn soil fertility levels and to determine what nutrients and how much to add for most efficient crop production. So a program was launched to get every farmer to apply lime and fertilizer on the basis of soil tests.

Widespread Cooperation

Nearly every group and agency in the county took a part in this Big Test program. The agricultural workers council and the agricultural committee of the Raeford Chamber of Commerce led in planning the program, which was carried to farmers through fertilizer dealers, Ruritan Clubs, Farm Bureau, Grange, home demonstration clubs, 4-H Clubs, Future Farmers of America, Boy Scouts, county commissioners, and local store operators. Newspapers and radio helped draw and hold interest.

The spark used to stimulate participation was a plan for giving special recognition to communities where all farmers took at least one soil sample by a specified date. Competition between communities aroused much interest. The county agent, other county agricultural workers, and soil specialists explained how to take good samples in each community. Every farmer had an opportunity to learn how to take a representative soil sample—the first step in getting good results from a soil test.

Fertilizer dealers and local store operators played a key role. They passed out soil sample boxes and information sheets to farmers and explained the value of soil testing. They also picked up samples at collection points in the county for a truckload trip to Raleigh. This saved a large postage bill.

It was anticipated that farmers would ask fertilizer dealers about soil test results and recommendations. So special training meetings were held for the dealers where soil specialists explained how to interpret the test results and recommendations.

This training was important. The dealers reported that about three-fourths of the farmers brought their soil test recommendations when they came to buy fertilizer.

A number of soil fertility demonstrations were conducted to show that recommended fertilization paid. Signs provided by the fertilizer industry and organized tours attracted considerable attention to the demonstrations. These demonstrations helped convince farmers that soil testing takes a lot of the guesswork out of fertilization practices.

Fertilizer sales for the county in 1958 were 14.7 percent greater than in the preceding year. Additional fertilizer which the farmers bought in 1958 over 1957 cost about $35,000. But they are confident that a large part of the estimated $1.75 million increase in total agricultural income over 1957 was due to more efficient crop production resulting from the use of fertilizers based on soil tests.

There has been genuine interest in the Hoke County plan and the results speak for themselves. Several other North Carolina counties are now conducting Big Test programs. But the job in Hoke County is not complete. Plans are underway to work intensively with all Farm and Home Development families and to increase efforts to encourage use of lime according to results of soil tests.

Getting at the Root of the Problem

by CLEON M. KOTTER, *Information Specialist, and* R. W. BUCK, J. M. HALL, *and* E. L. GUYMON, *County Agricultural Agents, Utah*

WHEN farmers are faced with a problem, the county agricultural agent has to be armed with all the facts about its cause as well as possible solutions.

An increasing disease problem confronted potato producers in south-central Utah, including Piute, Wayne, and Sevier Counties. Unless something was done it was plain that the potato industry would fail in this part of the State.

We agents had a general idea of the situation but needed concrete evidence that would aid us in getting at the root of the problem. Extension Agronomist Louis A. Jensen and Golden L. Stoker, secretary-treasurer of the Utah Crop Improvement Association, came to our assistance by developing a survey for obtaining and presenting a true picture to the growers.

With the cooperation of the county agent supervisors, a course of action was jointly planned and we scheduled time to contact the growers in our counties. We obtained the answers to 38 survey questions to determine farmers' potato-producing practices.

Outdated Practices

One question brought to light something we had long suspected—many growers do not know what is meant by certification. Because certified seed had been planted at one time, some growers were still calling their potatoes "certified" even after they were several years out of certification.

The survey also revealed that a number of growers were partially following a seed practice recommended several years ago by the Extension Service. They would plant a seed plot using certified seed potatoes and then use these potatoes as seed for their commercial acreage the following year.

We discovered, however, that these growers were not carrying out details which had been recommended before. They were not rogueing their seed plots, nor were they making any effort to select the healthiest potatoes for seed. In fact, invariably they were selling the commercial size potatoes from their seed plots and keeping only the small stuff for seed.

Since leaf roll has become a big problem in potato diseases, this practice actually helped multiply the problem. Leaf roll results in small, smooth potatoes considered "ideal for seed."

During the growing season Jenson and Stoker made field inspections and detailed disease readings on about 10 percent of the survey fields in each county. They found a close correlation between the type of seed and amount of disease.

Fields planted that year with blue tagged, certified seed were relatively free from disease. On the other hand, fields planted with noncertified seed ran as high as 70 percent infestation of leaf roll. They found many examples of so-called "seed plots" which showed that seed just 1 year from certification can become so contaminated with disease that a grower is taking a great chance with his yield to plant those potatoes for seed.

Piute County Agent R. W. Buck, left, and potato grower are enthused about yield of quality potatoes produced from certified seed.

Following the survey, which included 145 growers and 2,053 acres of potatoes, these men spent a day in each county meeting with the growers. They pointed out the following survey conclusions:

Low yields were considered a major problem by about ⅓ of the growers. About 90 percent thought low prices were their major problem. Some 50 percent of the growers indicated that disease was one of their major problems.

Most growers were applying manure but few used any commercial fertilizer, although tests showed that they needed to use more phosphate. Spring plowing was done by most growers, even though fall plowing is recommended.

Less than 20 percent of the acreage was planted with certified seed. Most seed is purchased direct from the grower and less than ⅛ of the growers were treating their seed.

On the most prevalent variety, fields from noncertified seed had 14 times more disease than fields planted to certified seed. Leaf roll was the predominant disease, with potatoes from individual diseased plants averaging only ⅕ to ⅛ as much production weight as those from healthy plants.

Encouraging Results

These results motivated many growers to use certified seed. In Piute County, there was a 400 percent increase in the use of certified seed in 1958 following the 1957 survey. Indications are that even more would have been planted if enough certified seed had been available.

Improved results from planting straight certified seed are reported by growers like Rex Whitaker of Circleville, who had previously used the seed-plot method for his seed source. He says, "Planting all certified seed more than paid for the extra cost. I got it back 10-fold. My

(See At the Root, page 32)

RIGHT DEMONSTRATION at the RIGHT TIME

by A. S. GREATHEAD, *Monterey County Farm Advisor, California*

THE age-old principle that man learns best by seeing has once again proven true. Good extension techniques in the application of this principle have overcome language and nationality barriers in the artichoke industry of Monterey County. The recipe in this instance was simply repeated demonstrations over a period of 8 years by the farm advisor cooperating with a handful of growers.

For many readers, the artichoke may be an entirely foreign vegetable. It is eaten mostly by people of Mediterranean extraction, but many others have acquired a taste for it and it is shipped all over the nation. Monterey County produces about 60 percent of the nation's supply, so it is an important crop to our area.

Insect Problem

Ever since the introduction of the crop into the United States, the larvae of the artichoke plume moth have been causing damage. This worm feeds on the young bud, boring into the center and making the artichoke unfit for sale. Losses at times have ranged as high as 60-70 percent for the entire year.

For the last 10 years damage has been consistently high with many artichokes being thrown away in the field, loads of packed boxes being rejected by the inspector, and high labor costs because every artichoke must be inspected closely before packing. These things have cost the growers thousands of dollars annually.

To understand why this situation has persisted, it is necessary to know a little of the background of the industry. Most of the artichoke growers are first generation Italian immigrants, a closely knit group. Many can speak little English, and the rest have some difficulty with the language. They are a sturdy hard working group of fine people. The language and nationality barriers, however, have made it difficult for someone not familiar with them to work in their midst.

A number of second generation men are taking over the management of some of the ranches. They have proved to be our best contacts.

The entomology department of the University of California has spent a great deal of research time on the artichoke plume moth problem. Because of the peculiar habits of the insect and the nature of the artichoke plant itself, control of this insect has presented more than the usual number of problems. Timing, specialized application equipment, and residues have all been difficult to work out.

No Acceptance

At an industry-wide meeting in 1949 the Extension Service presented to growers all of the known information and suggested a control program which would have given some relief from the devastating damage. It was hoped that the growers would start on a control program and that through its usage better and more satisfactory control measures would develop. However, nothing was done about the suggested program. Not a single grower tried it.

In succeeding years a great deal of local experimental and demonstration work was done by the farm advisor in cooperation with the entomology department. Other than further substantiating in our minds the effectiveness of the proposed control program, these demonstrations induced no one to start treating. It was not that they were not interested in the work or in control. They just weren't convinced that all the extra effort and money would be worthwhile.

In the meantime, a small artichoke growing area to the north put this program to good practical use and was getting excellent worm control. Success in that area was due entirely to the efforts of an Italian speaking farm advisor. Although good reports filtered down from that area, the program still didn't take hold in Monterey County.

Finally, weary of much fruitless effort, the local farm advisor took three growers to San Mateo County where the control program was being effectively practiced. The farm advisor there gave them a ranch tour

(See Right Time, page 47)

COUNTY DECLARES WAR ON GRASSHOPPERS

by DANNY D. TRAYER, *Finney County Agricultural Agent, Kansas*

WAR was declared in Finney County last June—war on a grasshopper population that threatened crops in Southwest Kansas. And it was won by Finney County farmers who went into action immediately to meet this threat.

The severe grasshopper threat developed in the spring. Late flights of migratory grasshoppers in the fall of 1957, followed by a mild winter and ideal hatching conditions in the spring, produced a tremendous hatch of grasshoppers. Estimates ranged up to 1,500 grasshoppers per square yard in the area.

Immediate Action

Entomology Specialist Dell Gates and I checked the grasshopper population when the spring hatch was just getting started. This check gave definite evidence of a critical grasshopper situation. I discussed the situation with the county commissioners and received approval to start a campaign against the grasshopper infestation.

The county program was designed to start immediate action. Considerable information was released in early June through radio and newspapers to alert farmers to the severe grasshopper threat. During the same week, spray materials were distributed at reduced cost to farmers. Farmers were alloted the amount necessary to spray roadside, field border, irrigation ditch, and other marginal areas on their farms and in their communities.

Growing Interest

During a 3-day period, 393 gallons of 4 lb. Aldrin and 165 gallons of 1½ lb. Deildrin were distributed to about 250 farmers in the county. This was enough material to cover approximately 15,000 acres as a border spray and spraying a strip two rods wide for about 3,700 miles long.

This 3-day program created a definite stimulus to the volunteer program carried out in the county. Commercial sources distributed 2 or 3 times as much as sold through the county program.

Farmers banded together in several communities and hired aerial operators to spray all roadside, fence row, and field border areas. Alvin Lillibridge of Kalvesta organized most of a 6-mile square township that followed through with this plan.

Other areas fought the problem by getting several ground spray rigs together and working systematically on their community. The larger portion of the work was done, however, by individual farmers on their own farms and roadsides.

The agent spent full time during the month of June distributing information concerning grasshopper control. This is the first time farmers were organized in such an extensive spraying control program, using modern chemicals and spraying methods.

The grasshopper control program spread over the entire southwest Kansas area. A Federal emergency grasshopper control office was set up to service western counties in a roadside spraying program. This program did a good deal throughout the area in controlling grasshoppers but Finney County did not participate as most of our work had already been completed.

Finney County farmers did an outstanding job of getting spray materials applied at the right time. They met the grasshopper problem head-on and conquered the critical areas.

AT THE ROOT

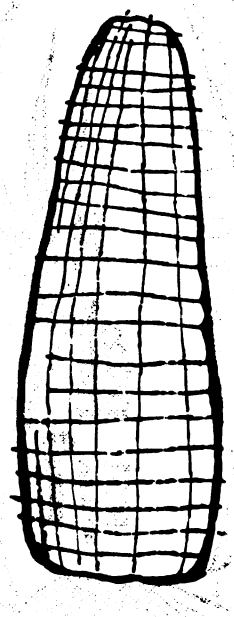
(Continued from page 30)

yields increased from 250 to 400 bushels per acre. If a person is going to raise potatoes, he might as well get seed that will grow them."

Bill Thompson and his son, Don, said that their yield had also doubled by the use of all certified seed. Also significant, they pointed out, is the increased percentage—as high as 50 percent—of potatoes 10 ounces or larger.

Discounting the differences in rainfall, growing season, and other factors, we agents conservatively estimated that the use of certified seed has been directly responsible for a 25 to 30 percent increase in yields. The survey of the causes for low yields gave us the facts to meet the educational challenge posed by this potato disease problem.

This challenge was well summed up by grower Arthur Gottfredson. "The trouble is," he says, "most of us farmers think we can't afford to do what we can't afford not to do."



applying research for results

by ALBERT T. HALL, *Almont Township Extension Agent, Michigan*

CORN for silage and for grain is one of the most important crops in Michigan. Farmers who grow average yields of corn here usually find themselves somewhere near the break-even point.

Obviously, the farmer who wants to realize more than cost of production must take steps to secure more efficient yields. This means that in some way he must reduce the cost of producing a bushel of corn or a ton of silage. He must grow corn more efficiently.

Michigan State University researchers and extension workers have long recognized this and have sought and developed production practices which contribute to more efficiency in corn growing.

Once-over or minimum tillage, developed and promoted by Dr. R. L. Cook, present head of the soil science department, is now widely accepted by corn growers. It means a saving of $3 to $5 per acre in cost of seed bed preparation. In controlled experiments it has yielded more corn per acre than conventional tillage methods.

Research Findings

Research by Dr. Elmer Rossman of the farm crops department has shown that early planting—as soon as the soil reaches 50°F. and can be safely worked—gives consistently higher yields than corn planted 2 or 3 weeks later. Rossman, who has developed several high-yielding adapted Michigan hybrids, also emphasizes the importance of adequate stand to efficient production.

Methods of getting satisfactory weed control through use of chemicals and a minimum of cultivation have been worked out by Dr. B. H. Grigsby of the botany department and Prof. Boyd Churchill of farm crops. Materials have been made available to county agricultural agents, who in turn have made on-the-farm demonstrations.

Fertilizer placement experiments conducted by C. M. Hansen of agricultural engineering and L. S. Robertson of the soils department have shown that definite yield advantages can be obtained when fertilizer is placed in a band 2 inches below and 2 inches to the side of seed.

Results obtained during several years of comparing hybrid corn varieties have shown that there is not much difference in the yielding ability of early maturing and later maturing varieties. This is important in Michigan, where during some years weather conditions are less than optimum for corn growing. For many years these comparison trials have been harvested, observations made, and results published for distribution to corn growers and seed corn companies.

In 1951, after observing that these efficiency increasing practices were not being generally adopted, farm crops and soils specialists decided to conduct a corn field day in one county. Held in cooperation with the county agent, the field day included demonstrations on minimum tillage, fertilizer placement, plant population, weed control, date of planting, and varieties. Over 500 people attended the showing of demonstration results at harvest time.

Encouraged by response to this demonstration, specialists from the departments of farm crops, soils, agricultural engineering and botany banded together to offer help in conducting corn field days in other counties. Each year since 1952, 3 or 4 counties have been involved in such demonstrations.

At the end of the 1958 season, a total of 21 such field days had been held in the southern half of the lower peninsula. Over 10,000 corn growers attended these affairs.

In recent years the showing of results took place in one day. In the forenoon during conducted tours, extension specialists and agents discussed results obtained in the various demonstrations. In the afternoon, farm machinery companies demonstrated their harvesting, handling, and drying equipment.

Proving Its Use

Many Michigan corn growers have adopted the practices demonstrated. In 1951, when the first field day was held, the long-time average yield of corn in the State was 38 bushels. In 1958, it was 56 bushels. In 2 of the past 7 years, farmers of Michigan produced over 100 million bushels. Such yields were unknown before the start of the project.

With the help of a farmer committee, we conducted a corn growing contest in Almont Township. Before the contest, average long-time yield was reported at 45 bushels.

Purpose of the contest was to bring about more efficient production of corn. Meetings were held and literature prepared to acquaint growers with new practices. Farmers were given individual help and encouragement.

Average yields secured in the contest by over 40 participating farmers were 85 bushels in 1955, 95 bushels in 1956, and 98 bushels in 1957. Each year a comprehensive report of results from more efficient practices has been made available to all farm-

(See Applying Research, page 34)

From Research to Adoption

by WILLIAM E. GILL, *Agricultural Engineer, Ohio*

WHEN farmers are faced with production problems, research and extension team up to help reach solutions. This is a pattern long used to help increase efficiency in agricultural production. And it's the same way band seeding was developed and introduced in Ohio.

Many farmers in Ohio had difficulty in obtaining satisfactory stands of legumes until the band seeding method was developed. Then in 1950 research agronomists, J. L. Haynes and L. E. Thatcher, reported in Ohio Farm and Home Research magazine that band seeding was an improved method that looked very promising.

This seeding method consisted of placing the legume seed in a row or band directly over the fertilizer band so the seedlings could reach the fertilizer immediately after germination. Station researchers used an ordinary grain drill with a simple modification. The end of each grass seed tube was inserted into a ½-inch hose, which was long enough to reach behind the disc and tie to the furrow opener where the covering chains were attached. This permitted the grass seed to fall immediately back of the fertilizer tube and above the fertilizer band.

Spreading the Word

The Ohio Farmer, a bi-monthly publication which reaches three out of four farmers in the State, carried a feature article on band seeding in April 1950. Another article on band seeding trials appeared in August. Accompanying it was a photograph of a three-acre strip which a Medina County farmer had prepared for summer seeding, using the band method with an old hoe drill.

The researchers reported that this method was not a cure-all but merely another aid in obtaining satisfactory stands. But they suggested that farmers who were dissatisfied with present methods might try band seeding on a small acreage.

This was all that was needed to encourage some farmers and county agents to give the method a trial. One example is in Delaware County where County Agent Paul Cunningham used all media available to promote the new method. He described it in his weekly newspaper column, presented it at winter extension meetings, and discussed it in the adult evening classes at the six Vocational Agricultural Departments. Cunningham estimates that 25 or 30 drills were modified and used in band seeding trials in the county during 1950.

The same year, Cunningham and nine veterans' school instructors toured several farms to see results of band seeding. The instructors then discussed their observations with the 250 young farmers in their classes.

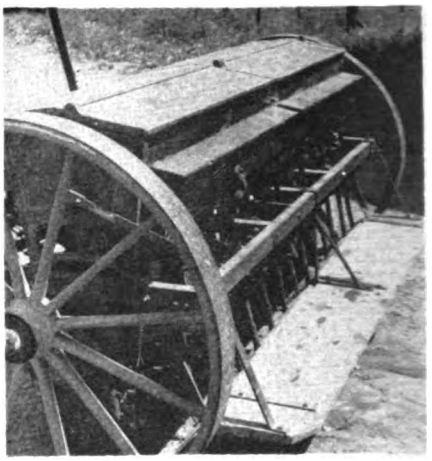
Field Days

Four hay and pasture field days or tours were held in Delaware County to introduce the band seeding method. Fifty to 100 farmers attended each tour and observed the difference between usual methods of seeding and the band method.

During the tours the new seeding method was discussed by the extension agronomist as well as the county agent and farmers using the method. Recordings with the agronomist and farmers using the method were made by WRFD Radio Farm Director Clyde Keathley for use on his program.

In subsequent years, field day speakers and county newspapers continued to call attention to seedings made by the band method. Cunningham estimates at least 50 percent of the farmers in Delaware County now are using the band seeding method or some modification of it.

To meet their own needs, farmers made several drill modifications of the original arrangement used by the experiment station. Eventually most drills were equipped with seed tubes



Drill used in 1950 band seeding trials in Ohio. Note board holding seed tubes in place. Seed box has been moved from front to back of drill.

held 8 to 10 inches back of the fertilizer tubes and about 1½ inches above ground level. This permitted the fertilizer to be completely covered before the seed was dropped.

Some farmers removed the grass seed tubes from the fertilizer tubes and attached short pieces of hose (about one foot) which broadcast the grass seed on the ground behind the drill discs. These farmers are getting better stands than before, even though they haven't gone all the way to band seeding.

Use of the band seeding method has resulted in more regular stands and consequently higher yields. It's a good example of research and extension teamwork to get a practice from research to adoption.

APPLYING RESEARCH

(Continued from page 33)

ers. Minimum tillage, chemical weed control, thicker plant population, earlier planting, use of better adapted varieties, proper fertilizer placement, and other cost reducing practices are becoming more widely adopted each year by the township farmers. The contest has been repeated in other areas and is achieving similar results.

Forward-looking agricultural research, brought to Michigan corn growers by a team of well trained specialists and dedicated county agents, is bringing about cost reducing, profit-increasing efficiency in the production of corn and other crops.

BOOSTING COTTON QUALITY

by FRED C. ELLIOTT,
Cotton Specialist, Texas

Right combination of practices from early stalk destruction through to defoliation for machine harvesting produced this cotton field which yielded 1.5 bales per acre.

ALL of us connected with the cotton industry know that cotton is often subjected to factors which can lower the quality at harvest time.

The damaging effect of weather (excessive rains and early frost) on the 1957 cotton crop caused widespread concern. The immediate result was a sharply reduced income for thousands of growers.

There also was alarm over the long-run effect on future demand. Even though a surplus existed, in terms of quality the cotton supply was badly out of balance. Mills substituted low grades for high, but at discounts.

At the same time, we knew that something could be done about cotton problems. This confidence is the result of our success in organizing and carrying out the Extension 7-Step Cotton Production Program, which was initiated in 1946. These 7 steps are: Fit cotton into balanced farming; take care of your soil and water; get together on the best variety; follow practical mechanization; control insects and diseases; harvest, handle, and gin for high grade; and sell for grade, staple, and quality value.

We have seen per acre yields more than double in Texas during the last 12 years. In the middle forties, our yield averaged just under ⅓ bale per acre. It has steadily increased to the highest yield on record this year, 379 pounds lint per acre. The per pound cost of production has held constant in this decade and continued progress should result in more efficient cotton production.

In terms of quality then, just what were our problems? What could Extension do toward solving them? Obviously the facilities of the Extension 7-Step Cotton Program should again be employed and concentrated on pinpointed objectives.

Arming for Action

Under this framework, extension workers have organized and presented to producers the best results from research conducted at 17 substations of the experiment station and demonstration results from cotton farmers' ingenuity. In doing this job, cooperation has been obtained from all agencies in a position to help. Allied cotton interests including ginners, oil millers, insecticide and fertilizer dealers, machinery and implement dealers, bankers, newspaper and radio directors, and farm organizations have actively supported the program.

A county 7-step cotton committee, or other subcommittee of the county program building committee composed of these key people and leading cotton farmers, has been organized in each major cotton growing county by the county agent. This group plans and carries out the program in the county, insuring organized activity on a county and community basis.

To set the machinery in motion for 1958, the first conference was held in September 1957. At this meeting it was agreed that new publications were one of the needs of the program.

It was also pointed out that grade and staple are no longer adequate to describe cotton quality. Use of the micronaire and other fiber testing instruments has become well established. This new technology clearly shows that fiber "character" or such properties as maturity, strength, and uniformity can be pinpointed for all grades and staples.

At a second workshop-type meeting, extension and research personnel along with cotton interest representatives discussed and assembled much of the basic material from which extension specialists completed a popular leaflet, Growing High Plains Cotton for Better Quality and Greater Profit. Effective use of this leaflet was made in an aggressive extension program with the active support of the allied cotton interests such as the Texas Cotton Ginners Association and the Plains Cotton Growers.

It was well known that late application of irrigation water contributed to low micronaire or immature cotton as well as light spotted grades. Two extension agronomists and an extension agricultural engineer jointly prepared a new irrigation guide, Texas Guide for Growing Irrigated Cotton. This was published in March 1958 and received wide, effective distribution and use. About 2 million acres of the 5.3 million acres harvested this year were irrigated.

A third new bulletin, Keep Cotton Dry-Loose-Clean, was prepared and used in the quality improvement pro-

(See Cotton Quality, page 44)

In Cotton Harvesting

Extension-Industry Cooperation . . .

by W. T. WELCHERT, *Agricultural Engineer, Arizona*

Mill complaints about the quality of cotton harvest and handling spurred the industry into an uproar. Positive control of quality in the synthetic fiber industry spotlighted quality defects in cotton. Fiber damage, picker twist, oil, grease, tar, rough preparation, and all manner of rubbish was blamed on machine and hand harvesters and their apparent incompatibility.

The producer blamed machinery and the ginner. The ginner blamed the producer and machinery. The machine dealer blamed the producer and ginner. Add to this the classing office, truckers, warehousers, market organizations and you have everyone blaming everyone else.

Research and industry groups had pretty well determined the causes and effects. Recommendations were made available by the cooperative effort of Federal extension engineers, the National Cotton Council, machinery manufacturers, ginners, etc. An awareness of quality defects, trained machine operators, and a cooperative attitude between the various cotton handlers were essential.

Separate treatment of machine and hand-picked cotton required a cotton grouping plan. But the ginner said cotton grouping wouldn't work because the producer wouldn't stand for it. He would lose his customers if he insisted. Producers didn't think their neighbors would cooperate.

Merging Views

Our extension group realized that recognizing these problems and beating the drums with our information channels to all these groups would not be enough. So we called a meeting of the leaders of State-wide groups. Representatives of the implement dealers' association, cotton growers' association, ginners' association, cotton classing office, research, extension specialists, and county agents from all cotton counties met at the university.

Each was asked to present his quality harvest preservation problems and how other members of the industry might help. The group concluded that with extension leadership, a cooperative educational program should be conducted in each cotton county, with representatives of all groups presenting their side of the story.

We then asked each of the State groups to recommend a member of the organization in each county to serve on a county team to plan and execute an educational program, with the county agent as chairman. Basic quality harvest preservation resource information was prepared and presented to the county teams by the agricultural engineer. County teams planned training schools for all industry members and coordinated follow-up machinery dealer training schools for operators and managers.

While each county program varied in form, all presented the same basic information. The county agent set the stage, an outside speaker presented the overall problem, and the industry representatives gave their side of the story.

In most cases the county team members effectively presented their industry problems and how each group could help. The fact that these industry leaders took the time necessary to prepare presentations was a strong factor in the application of the recommendations.

Attendance at the quality preservation meetings was good but not spectacular. More important than attendance was the good representation of a cross-section of the industry leaders discussing the same problems.

This program was carried out for two successive years. What were the results? The mill industry's complaints of picker twist and grease stains have almost completely disappeared. Relations within the industry improved. Several ginners who had been reluctant to cooperate in the program the first year insisted that we must continue even if they had to finance the whole program. Those who insisted that cotton grouping wouldn't work can't remember why.

While the job is far from finished, the emphasis has already changed. A spirit of cooperation, progress, and optimism now exists, where division, resistance, and pessimism reigned.

Better understanding of cotton harvesting problems has boosted quality and improved industry relations.

In Ginning

. . . A Powerful Educational Team

by J. M. RAGSDALE, *Ginning Specialist, Missouri*

COTTON gin operators today get training which puts them in a class with factory trained mechanics. Long search for such training has led to our present-day gin operator schools. These are a result of voluntary teamwork by Extension and the cotton ginning industry.

Gins must do a good job with rough, hand-picked and machine-picked cotton, or they don't get customers. New machinery and trained gin operators put extra dollars in the growers' pockets. In the late forties up to 12 percent of Missouri's cotton was downgraded because of rough preparation or poor ginning. Since 1953, less than half of 1 percent has suffered in price.

In 1940, the most modern gin could be built for $25,000-40,000. Today a modern plant equipped to handle cotton properly costs $175,000-200,000. Some increase is due to inflation, but most represents new machines which were not even on drawing boards a few years ago.

Progressive ginners were quick to modernize or build new plants. Operation of these modern gins in contrast to the old ones is similar to a high-powered fully-equipped automobile compared with a Model T. The problem now is to teach the ginner to operate such machinery to preserve the inherent qualities of cotton.

Missouri's extension files contain a large picture with some 300 men in front of a school building. The caption says, The World's First Gin Operator School, Portageville, Missouri —1945. In comparing that program with present day gin schools, there is the same contrast as the cars above.

New machines were discussed by Federal extension ginning specialists and research scientists from the Stoneville laboratory. On the last day of the school, the group was divided according to makes of machinery and instruction was turned over to various gin machinery manufacturing companies. During the meeting, these companies ginned two or three bales of cotton. No training aids were available and extreme dust and noise were not conducive to the learning process. This same type of school was repeated in 1951.

Factory Schools

While this type of school proved valuable to the cotton industry, something better had to be found. State and Federal ginning specialists hit on the idea of taking the ginners to school rather than taking schools to ginners.

So in 1953, with the cooperation of the entire ginning industry and ginners associations, the first factory schools were established. Participating in the first year schools were Missouri, Arkansas, and Tennessee. But the news got around and ginners showed up from Georgia, Alabama, and as far west as Arizona. The following year Louisiana and Mississippi joined to form the Mid-South Cotton Gin Schools.

Schools were continued in 1954, 1955, 1957 and will again be held in 1959. Total attendance has been 2,996. At least 75 percent of Missouri cotton gin operators have attended one or more schools.

The pattern of instruction follows that found in a modern high school or college. Machinery is divided into groups according to function—drying and cleaning, bur machines and heavy extractors, gin stands and feeders, lint cleaning, fans, pumps, motors, etc.

Students in groups of 40-50 spend about 2 hours on each subject until, at the end of the 2-day school, complete instruction is received on all machines. Engineers and salesmen become instructors. Gin machinery manufacturers come up with posters, diagrams, stripped down machines, and other training aids.

Top Quality

The ginning job in Missouri in 1958 was outstanding. It was just about impossible to find a poorly ginned bale of cotton. Some of the roughest cotton is being changed into spinnable fiber at today's modern gins. It would have been worthless if ginned 25 years ago.

At the close of the 1953 school, a leading cotton paper said editorially: "Ginning Schools now being conducted by gin machinery manufacturing companies in cooperation with Extension Services and ginners associations

Class in cotton gin operators school.

(See Powerful Team, page 44)

Show How to Get Know-How

by J. O. YINGLING, JR., *Associate Poinsett County Agent, Arkansas*

THEORY put into practice through two field days has keynoted an aggressive land forming program in Poinsett County. These field days played a material part in the program that has resulted in the forming of 5,989 acres for irrigation since 1955.

Poinsett County is made up of three major soil areas—the northeast Arkansas terrace, Crowley's Ridge upland, and Mississippi River bottomland. The terrace soils area, where rice is the principal crop, comprises 200,000 acres. The bottomland, with cotton as its principal crop, contains 245,000 acres. These two areas have common problems of inadequate drainage and inefficient irrigation.

Seventy thousand acres of rice, cotton, soybeans, corn, and lespedeza were irrigated in 1958. But the need for additional supplemental irrigation is great. It was determined in a 1955 survey that 126,000 acres in the county can be irrigated if a thorough job of land forming is done.

As a result of this survey, extension agents saw the need for developing an educational program to stimulate interest of farm operators in the practice of land forming. This would not only facilitate efficient irrigation but would ease the problem of inadequate drainage.

We decided that land forming field days gave a better opportunity for reaching more people than any other approach. The field days were arranged by extension workers in cooperation with Soil Conservation Service personnel and local equipment dealers.

The first field day was held in September 1955 in the eastern part of the county. Another was held the next year in the western part of the cotton area, which has different soil characteristics.

All implement and equipment dealers in the county and surrounding areas were contacted about 6 weeks prior to the field day and responded beyond our expectation. After getting these commitments, we selected a 15-acre field along a highway. By having the field day along a highway, a large number of people were attracted that otherwise would not have attended.

Action on the Site

SCS technicians chained and staked the field in parallel lines 100 feet apart. Then they made a topographic survey of the field and prepared a cut sheet showing the amount of cut and fill at each station. Stakes were then painted, using red to designate cuts and green for fills, so demonstrators could determine the proper treatment for each station without having to refer to a cut sheet.

The county agent opened the program by explaining the purposes of the field day. Then James L. Gattis, agricultural engineer, discussed methods of land forming, types of leveling equipment and their adaptability to various types of soil, and cost and anticipated returns from land forming.

An SCS technician explained the characteristics of the field, the amount of yards of soil to be moved per acre, and SCS' interest in land forming. The local ASC manager discussed cost sharing assistance available.

Equipment dealers were given an opportunity to explain the operational features of their equipment before it was demonstrated. Equipment shown included plows, scrapers, land planes, ditchers, and disc breakers.

We emphasized that at least one-fourth of the demonstration field was completed to specifications prior to the field day. This gave farmers an opportunity to see the finished product which, after all, they were primarily interested in.

Garner Morrisett has an outstanding example of the results that can be obtained from land forming. He was among the first farmers in the county to do a thorough job of land forming. A 5-acre field was completed and graded to a tenth fall per 100 feet. Morrisett then followed through by having an 8-foot well drilled to furnish water for irrigation.

In 1955 he planted 20 acres to cotton and 15 acres to wheat. From the 20 irrigated acres of cotton, 2 bales were harvested per acre. He

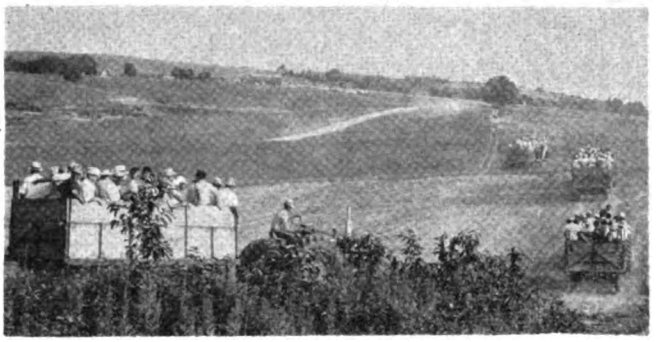
(See Show How, page 47)

Siphon tubes irrigate corn on field leveled the previous year. This field grew crop of wheat and corn the same year.

Poinsett County farmer demonstrates type of earth moving equipment commonly used in that area.

Reservoir of Information

by **LESTER H. SMITH**, *Extension Agronomist,*
and **MAURICE E. HEATH**, *Southern Indiana*
Forage Farm Director, Indiana



Research and development progress on forage farm is observed by 200 members of Indiana Farm Management Association.

How can the unglaciated sandstone-shale soils of southern Indiana be made more profitable? To find the answer to the question, farmers and industrialists in the 41 southern counties raised funds to purchase 11 farms or 1,016 acres. They gave this land to Purdue University for research and demonstration purposes in January 1953.

Dean Emeritus H. J. Reed, a staunch supporter of southern Indiana agriculture, appointed an interdepartmental committee representing the fields of agronomy, agricultural economics, animal husbandry, dairy husbandry, biochemistry, extension, forestry, and agricultural engineering to work through the forage farm director in developing a research farm.

The committee set an overall objective of improved land use and increased production through an animal agriculture supported by a forage system. Woodland management got attention too, because 38 percent of the farm is best suited to forestry.

A three-pronged approach to the problems of forage research was recommended by the committee—establishment, production, and preservation and utilization research. Soil and climate make these approaches in southern Indiana different from central and northern Indiana. But when harnessed correctly, soil and climate are two of the greatest agricultural resources in southern Indiana.

The soils are low in phosphorus, potash, and calcium. Runoff and erosion have been problems in row crop culture because of the rolling to steeply rolling sandstone-shale slopes.

Climate gives southern Indiana 44-46 inches of annual rainfall and a frost-free growing season of 180-190 days. However, summer drouth periods occur 4 out of 5 years. These drouth periods are not only a handicap to the production of forage but also force many farm families to haul water.

Establishment and production of forage on the farm has been difficult and many problems have been experienced since 1953. Contributing to these problems have been low fertility, drouth, heaving, and erosion. Nevertheless, much progress is being made.

Sod seeded winter rye in orchardgrass ladino being grazed in early April. Many Indiana farmers are trying this practice.

Forage Farm Findings

Because the Forage Farm is a field laboratory, many grasses and legumes are under test in hopes of finding one which holds promise for the area. Research is underway to study lime and fertilizer needs of these grasses and legumes. This includes various combinations of phosphate and potash for establishing and maintaining high yield forage stands. Nitrogen is getting more attention in a comparison between nitrogen fertilized grasses and grass-legume mixtures.

In 1953 a commercial Hereford herd was provided to furnish experimental animals for forage evaluation and research. In the spring of 1957 a dairy herd was started with 69 heifers selected from 28 southern Indiana counties. They are housed in a pole-type loafing shed. Sheep is the next class of livestock planned for the farm.

Forestry research includes: the most economical methods of rehabilitating previously unmanaged woodlands; growth response of planted hardwoods to various soil fertility levels; growth rates of natural hardwood stands; and amount and kind of reproduction that will result following harvesting operations. In addition to research, the forestry project supplies lumber for buildings.

Research projects of the Forage Farm serve as a tremendous teaching aid for county agents in their job of

(See Reservoir, page 42)

Whole-Farm Demonstrations Show the Way

by C. J. STRICKLAND, *Extension-TVA Programs Leader, Tennessee*

THE unit test-demonstration farm is one of the most successful extension tools used in Tennessee to demonstrate efficiency in agricultural production and management.

Those demonstration farms started in 1934 when land-grant college and Tennessee Valley Authority personnel took a look at TVA's facilities for producing new and improved fertilizers. Then they looked at the possibilities for their use in developing the Tennessee Valley's agricultural resources. The result was a decision to use these fertilizer materials in whole farm and home demonstrations of adjustment to regional needs and opportunities.

These farms are set up to:

- Test and demonstrate the value of experimental developed fertilizers in sound systems of farming.
- Test and demonstrate research results of recommended agronomic, husbandry, and economic practices under prevailing local conditions for optimum use of resources.
- Establish over-all farm and home development demonstrations to serve as patterns in developing sound, economic farm businesses and utilize returns for greater living satisfactions.
- Serve as sites for specific method and/or result demonstrations for introducing or developing new enterprises or practices.
- Develop latent leadership in community, county, area, and State activities.

Under the project agreement TVA supplies fertilizer at discount rates and reimburses the University of Tennessee for salaries and travel of specified personnel. Extension conducts the program in the field. Fertilizers are distributed to test-demonstration farmers by Tennessee Farmers Cooperative.

Planning is a continuous operation with test-demonstrators. Each family makes a statement of its goals, and then the efforts of the family-extension team are directed toward obtaining these goals. Families are supplied information basic to their problems and make all final decisions.

In Tennessee, we are using the test-demonstration program as a fundamental Extension tool to conduct enterprise demonstrations related to the farm and home as a unit.

Then and Now

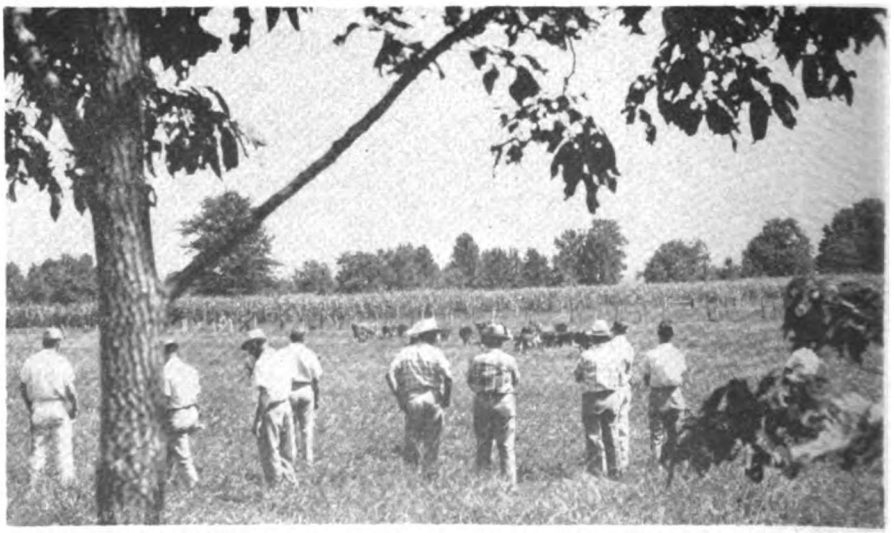
Before the test-demonstration program was started, Tennessee agriculture was principally a cash crop economy. Farm income came from small grains, corn, tobacco, and cotton. Soil resources were exploited so that the entire State was suffering from erosion, low income, low yields, and low standards of living. Use of fertilizers was limited principally to small amounts of 16 or 20 percent phosphate with little attention paid to lime, nitrogen, or potash needs.

Test-demonstration farms have blazed the way to better fertilizer use. For example, from the beginning emphasis was given to application of test-demonstration fertilizers on soil conserving crops such as pastures, small grains, and hay. There was a two-fold purpose behind this practice: to build and protect the soil, and to emphasize the value of forage in promoting a livestock program to supplement cash crops.

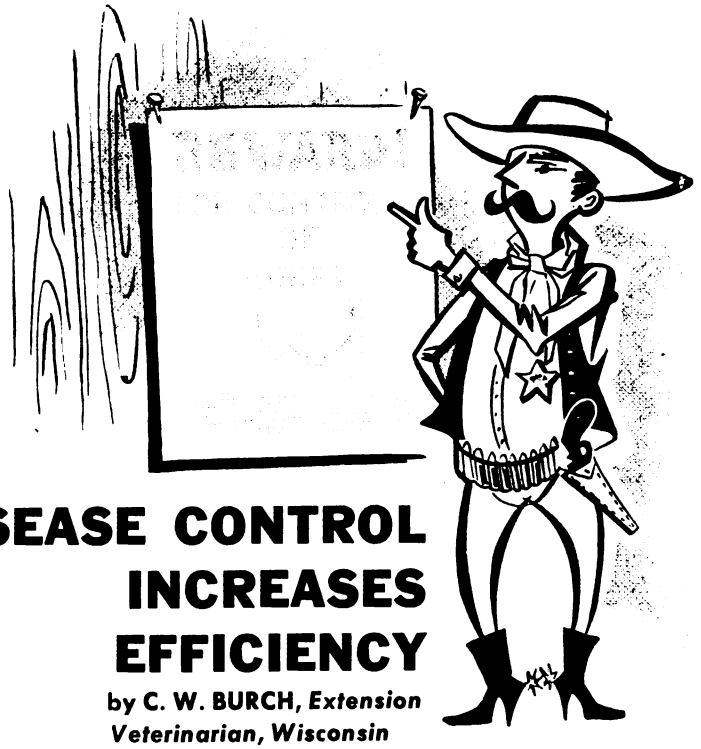
In the early days lime was used at the rate of 2 to 1 for fertilizers. In other words, 200 pounds of limestone mixed with 100 pounds of 47 percent phosphate was applied. This was inadequate, and practices were changed to make applications of 2 to 3 or more tons of limestone per acre. After a few years' experience, test-demonstration farmers found that the rate of phosphate used was also inadequate, and later showed the need for balanced use of fertilizer.

The program has pioneered in developing land use patterns and securing more efficient crop yields. Corn has been moved from the uplands, which are more drouthy and erosive, to the lower lands where there is less erosion and higher moisture holding capacity. Hay and forage crops have replaced corn on the hillside, and the fertilization of pasture has enabled farmers to utilize larger percentages of their land.

(See Show the Way, page 42)



Test demonstration farmers study pasture development and utilization.



DISEASE CONTROL INCREASES EFFICIENCY

by C. W. BURCH, *Extension Veterinarian, Wisconsin*

DAIRYMEN must maintain a high degree of efficiency if they are to realize a profit and continue operating. Disease control is simply another means of increasing efficiency of production. This is especially true in dealing with bovine mastitis. Mastitis causes more economic loss to Wisconsin dairymen than all other dairy cattle diseases combined.

We have used several different approaches to alert dairymen to better methods of control. In all of these we have cooperated with extension workers in the Departments of Dairy Husbandry, Dairy and Food Industries, Agricultural Engineering, and Agricultural Economics.

Working together in this fight against mastitis at the county level are practicing veterinarians, extension personnel, vocational agricultural teachers, dairy plant operators, dairy plant fieldmen, city sanitarians, and public health officials.

Big M's of Selling Milk

The Big M program, Markets-Mastitis-Milking, was employed in over 150 meetings from early fall of 1957 into the spring of 1958. Two extension groups of three members were formed, including a specialist from Dairy Industry, one from Veterinary Science, and one from Dairy Husbandry. Then we planned 12 regional meetings throughout the State, with each team conducting 6 in one week in early fall.

Working through appropriate agencies at the State level, we invited several groups to these regional meetings. Veterinary Science invited all veterinarians to attend the nearest regional meeting. All county extension agents were invited by the State administrative office. Dairy Industry invited city and county health officers, sanitarians, dairy plant fieldmen, and dairy plant operators. Vocational agriculture teachers were invited through the State director of Vocational Education.

Producers were not invited to the first series of meetings. Our objective was to acquaint the above groups with the problem and weld them into an overall team to help correct it.

Following the regional meetings, similar county meetings were scheduled with the county agents. These included one to three or more per county. All producers were invited to these meetings and the material was presented the same as at the regional meetings.

The 3-man extension team discussed mastitis and means of control. This was followed by a panel discussion by extension specialists, 1 or 2 local veterinarians, and 1 or 2 local dairy plant fieldmen. The county agent was moderator.

Control of mastitis depends primarily upon proper management. We stress the role of the local veterinarian and his association with the dairymen. Mastitis should be considered a herd problem and the veterinarian should be consulted on it just as he would be in the case of any other disease.

Suggestions for Farmers

We stress the matter of a dairyman raising all his own replacements and buying no additions. This is the most important single thing any livestock man can do to help prevent disease losses. The majority of diseases are bought and paid for.

We urge dairymen to establish a milking order. It is important, once infected cows are known, that they be milked last, the clean heifers first, the older clean cows next.

We developed a check list for the mastitis control program, including all the points mentioned above, plus a dozen approved steps under milking procedure and 6 or 8 general barn rules. On the back of the check list are seven points of a good sound method of cleaning equipment and a table of recommended cow stall sizes.

The Dairy Husbandry specialist discussed nutrition and its role in mastitis. Although most dairymen believe there is a definite relationship between various types of feeding and mastitis, this is not substantiated by controlled research trials. The team member from Dairy Industry discussed the care, handling, and cleaning of milking utensils and equipment.

One or more team members discussed reasons for insuring that there were no antibiotics in milk. Previously we had prepared and distributed a circular on antibiotics in milk. Copies were sent, through county agents, to every dairyman in the State.

Many sources report that our Big M meetings had a definite effect in reducing mastitis and increasing the average dairyman's knowledge of the disease. This is gratifying but we are

(See Disease Control, page 44)

PRODUCTION EFFICIENCY

(Continued from page 27)

insure the most effective use of Extension educational methods.

It should be recognized that a broadly worthwhile Extension program must feature all nine areas of emphasis as outlined in the Scope Report. All must be tied together intimately.

For instance, efficiency in agricultural production gains nothing for the farmer if the commodities he offers on the market fail to meet the consumer's specifications. In reverse, the marketing specialist must recognize that many marketing problems, particularly relating to quality, can only be solved at the production level.

It should be accepted generally by extension workers that efficiency in agricultural production can be accomplished best with a minimum expenditure of resources. This would include natural as well as economic resources; a continuing high level of production can be maintained only when sound soil conservation and improvement practices are emphasized.

Special Emphasis

Sound management principles must be adopted if the ultimate in efficiency of production can be even partly realized. For Extension this means an emphasis upon the unit approach in planning, calling upon all appropriate competencies in problem solving.

It means also the development of a comprehensive educational program which will equip the farmer and others within the sphere of the business of agriculture with a broad basis of knowledge upon which to conduct their operations. A segmented subject-matter approach to problem solving is outmoded in the light of present day circumstances of rural-urban relationships. Certainly it is unrealistic in the face of the complexities confronting the farmer in his attempt to equate production with demand and high production costs with an unfavorable price structure.

Extension cannot successfully promote efficiency in agricultural production without giving due consideration to those public affairs matters which influence farm operations. This is not a matter of policy determination but is rather an obligation of Extension to assure that within the limits of allotments, cost sharing, zoning, taxation, etc., the farmer can develop production programs which will protect his legal and economic status. The contributions of all agencies servicing agriculture should be considered in farm plan construction to enable the farmer to gain the benefits of all programs appropriate to his individual situation.

Other Rewards

The development of an enlightened leadership among the farming public is a distinct responsibility of Extension. Its accomplishments would benefit not only farming as a profession but also the farmers as individual citizens and as members of their communities.

And efficiency in agricultural production must have its favorable influence in the home itself. If it can be assumed that efficiency has its economic rewards, higher levels of living should be attainable by our farm families. This would mean more financial security, better equipped homes, and more opportunities for education for all members of the family.

Efficiency in agricultural production means more than income itself. Good management should yield more time for recreation and participation in community affairs—at the expense of less physical labor.

The rewards of efficiency in agricultural production, teamed up with the other eight principal objectives of a modern Extension program can include permanence for agriculture as a business dependent upon natural resources and an attractive future for American farm youth who wish to make agriculture their profession.

SHOW THE WAY

(Continued from page 40)

A study covering 1937 to 1947 indicated that permanent pasture, rotation, and winter pasture acreage increased 31.8 percent. At the beginning of this period 2.4 acres were required per productive animal unit; at the end of the period less than 2 acres were required. Total animal units increased 63 percent. Milk cows increased 26.2 percent and milk production increased 18 percent. Net farm income from test-demonstration farms increased 263 percent during the same period.

During the period from 1939 to 1954, fertilizer use increased from 136,971 to 534,310 tons, or 290.1 percent. And the plant food content per 100 pounds increased from 21 to 26½ pounds by 1955.

The test-demonstration program has undergone continual change. As net incomes increased, more emphasis was placed upon the home as a part of the farm unit, thus incorporating both the farm and home as a management unit.

The program has been: the means of increasing net incomes and developing latent leadership; a sparkplug for community development; instrumental in creating a corps of experienced professional workers; helpful in establishing agricultural guidance for communities, counties, and areas; and a direct stimulus for development of cooperative action in soil conservation, purchasing, and marketing. Its pioneering in farm and home development activities is of major importance.

RESERVOIR

(Continued from page 39)

stimulating production efficiency. Each spring the agents meet at the farm and in a closed session with the Forage Farm Committee discuss the operation of the farm and its research program.

Farm people, fertilizer dealers, bankers, service clubs, Soil Conservation Service personnel, and others visit the farm during the growing season. Many groups visit the Forage Farm annually as a part of county extension activities. In the past 5 years, 169 groups totaling more than 6,200 persons have observed research underway at the farm.

This type of organization becomes a program of the counties and not of the Forage Farm.

The Southern Indiana Forage Farm is an excellent example of industry, farmers, county agents, and research workers cooperating to develop a more profitable and productive agriculture in an area where the agricultural potential had never been realized.

Throwing Light on Good Practices

by **PHILLIP J. TICHENOR**, *Information Specialist, Minnesota*

How electric light bulbs and motors spelled the demise of kerosene lamps and windmills is now an old story on Minnesota farms.

Less often noted, though, is one of the major forces behind the wholesale move toward farm electrification in the last two decades. That force is three-way cooperation among the electric industry, extension and other educators, and Minnesota farmers in making electricity a more widely used "hired hand."

Wide Support

A prime mover in this cooperation is the North Central Electric League, now in its 22nd year. It is supported by nearly 200 private and cooperative power suppliers, electrical products manufacturers, wholesalers, and distributors.

According to A. H. Kessler, executive-secretary, the league started out by putting the emphasis on safe wiring. "The national electrical code needed to be interpreted to apply to farm conditions," Kessler recalls. "So in 1937, the electrical industry and the league published a Minnesota Handbook of Farmstead Wiring. This was a guide to safe wiring, which was well accepted and filled an important need."

Since then the league has launched a wide variety of projects promoting use of electricity on farms, many in cooperation with Extension and the University of Minnesota in general. In World War II, a special Rural Electrical Equipment Council helped answer the questions of power suppliers and farmers about new materials and installation. Industry men, contractors, manufacturers, and extension specialists were on this committee.

In 1945, the league made a situation survey of farms completely wired, partly wired, and those remaining to be wired.

Since 1951, the league has maintained a farm and home electric exhibit at the Minnesota State Fair. A full-time consultant works with member organizations, electrical users, and University specialists in handling individual technical problems. A monthly newsletter for members covers a wide range of technical topics.

Train Leaders

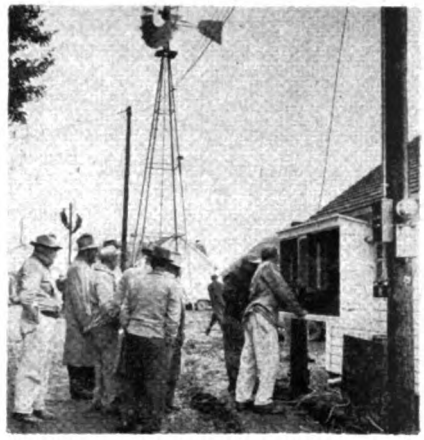
More than 6,000 Minnesota youngsters have taken part in a 4-H electric education project since it was set up in 1946. A private power company sponsored awards for this project in the early years and the league took over sponsorship in 1953. As part of this program, the league sponsors training meetings for adult leaders.

D. W. Bates, extension agricultural engineer, conducts these leader training sessions in cooperation with representatives from both private and cooperative power suppliers. In addition, the league gives an award to each county electricification project winner.

The league in 1954 sponsored a spectacular Wire-Rama, at which hundreds of visitors watched a platoon of electrical workers completely rewire a farm near Shakopee. The purpose? To promote use of electricity and show people what goes into a good wiring job. Extension workers helped the industry promote this event.

To better equip farm advisors—county agents, agricultural teachers, and others—the league recently assembled a Materials Handling Manual. This handbook is a collection of current information on the basic principles of mechanical adaptation which use electricity. Scores of agents and vocational agriculture teachers are using it.

The league and other organizations cooperate with the University every year in sponsoring a Farm Electrification Short Course. Designed primarily for power use advisors, the event covers several practical aspects of electrification.



Time-honored windmill in background has pumped its last tankful of water on this Minnesota farm. Scene is "Wire-Rama" when electrical crews completely wired farmstead before large gallery of visitors.

A chief aim of the league is to keep up with and even anticipate new trends in electrical power use. A recently developed committee, for example, is studying standards for electric house-heating. Extension Engineer Bates is on this committee, along with representatives from the league power suppliers and the insulation industry.

The above are some examples of the way the league has cooperated in farm electrification education and promotion. The electrical industry has helped in other ways, too.

Hundreds of Minnesota farmers every year go on tours of local farms where electricity is being put to better use. Extension workers and power suppliers jointly sponsor these events.

In Crow Wing County 2 years ago, 100 or more farmers went on a farm efficiency tour, set up by County Agent Ray Norrgard and local private and cooperative power suppliers. While the tour covered several aspects of farmstead planning and construction, electricity was a major topic. On view at the different farms were gutter cleaners, hay drying systems, elevators, feed grinders, silo unloaders and ventilation systems. One farmer showed a workable homemade electrically heated waterer for dairy cattle.

A dairy equipment company a few years ago conducted a different type

(See Good Practices, page 44)

POWERFUL TEAM

(Continued from page 37)

are performing a valuable service to all segments of the cotton industry. Operators of gins are being afforded the opportunity of what amounts to factory training in getting the most effective job done. Modern gin machinery requires a degree of technical skill undreamed of years ago, and unless operators are properly trained to use this machinery, fiber damage will likely result."

The schools as presently conducted will probably be inadequate 5 years from now. But, with an alert Extension Service, a flexible program, and a cooperative ginning industry, adequate schools will be provided.

Cotton gin operator schools are only one phase of a complete gin educational program. Other items include advice on selection and installation of equipment, on-the-spot advice in gin operation, and a program to improve harvesting practices. Extension combined with industry makes a powerful educational team.

COTTON QUALITY

(Continued from page 35)

grams. This popular and well-received bulletin presented recommendations on harvesting, handling, and ginning.

We have a proven procedure for taking information on production practices to growers. Suppose that a new production practice is ready for release. The research data look good, results from field trials are satisfactory, the techniques for use have been worked out, and the new practice is ready for growers. How do we get the information to them quickly and effectively?

Spreading the Word

The research workers and extension specialist get together and decide if the new practice is ready for recommendation.

A new leaflet or bulletin is written and made available to county agents. From the pictures made while the research progressed, a colored slide set is assembled, cataloged, and placed in the film library. A movie may also be made available.

Magazine articles, along with suitable pictures, are published early in the year in leading trade magazines. Circular letters are sent to county agents and news releases to over 600 newspapers.

Radio programs are given and tape recordings made available to the 220 radio stations in Texas. Three-minute TV shorts are filmed and placed in the film library for the 93 TV stations. Illustrated material with scripts for timely spot announcements is sent to the TV stations.

District and sub-district training meetings with extension agents are called and information presented as a part of an organized program. County program building committees make plans for work in the county.

Joint meetings or conferences are held with research and extension workers and representatives of the allied industries, such as manufacturers and suppliers, to check recommendations, formulations, etc.

Commercial companies advertise and stock the materials and equipment.

County agents use usual means: demonstrations, letters, news items, meetings, slides, movies, farm visits, office calls, radio and TV programs, and publications in getting the information to people in their counties.

Thus, the know-how, materials and equipment for any new practice, such as post emergence chemical control of grass and weeds in cotton, can be released. The information can be made available on one practice in several ways very quickly.

GOOD PRACTICES

(Continued from page 43)

of on-the-farm demonstration in Goodhue County, in cooperation with County Agent G. J. Kunau and extension engineers. The company did a complete rewiring job in a dairy barn and milkhouse. The industry furnished most of the materials, with the understanding that the system could later be used as a model for other people to inspect. Shortly after it was completed, the farm family held an open house for visitors to inspect the wiring system.

Bates says, "This industry cooperation in electrical use promotion has resulted in electricity being used more efficiently on Minnesota farms. It has no doubt decreased cost of electricity to the farmer. In promoting a good wiring system, you also promote more efficient use."

DISEASE CONTROL

(Continued from page 41)

sure that we still have a long way to go.

Following the series of Big M meetings, the teams of specialists met in a critique session and discussed establishment of mastitis control demonstration herds in various parts of the State. We selected areas in which there were practitioners who had some type of laboratory facilities of their own or ready access to a local laboratory.

On the local scene, the county agent, veterinarian, and dairy plant fieldman work together to select a mastitis demonstration herd. On the State level, cooperation is between extension personnel in Dairy Husbandry, Dairy and Food Industry, Agricultural Economics, and Agricultural Engineering.

This is an entirely voluntary program, and paid for by the dairymen. All the work on the herd is done by the local practitioner. He examines the herd physically, takes quarter samples, does a bacteriological examination on them, and follows up with whatever treatment is warranted. The herd owner is encouraged to follow recommended management practices listed on the check sheet.

Our aim in this demonstration herd project is to show that mastitis can be brought under practical control and prevented to a large extent by adherence to sound management practices. Demonstration herds can be an effective method of teaching and showing this.

A short course was given for veterinarians last summer on several phases of mastitis prevention, diagnosis, and control. Plans are now underway to give talks at local veterinary associations on how to determine the operational efficiency and cleanliness of physical equipment used in the dairy operation.

This will supplement our efforts to sell the values of sound management procedures and their relationship to mastitis control.

Industry and Extension

Partners in Developing Leaders

by E. T. SWINK, *Agricultural Engineer, Virginia*

A FUNDAMENTAL concept in Extension is that specialists must develop trained leaders in their subject matter field in order to reach large numbers of people with technical information. This is especially true for technical areas in which the county extension workers have not had training.

Where can specialists find "assistant specialists" with proper technical training to work with them and county workers? One of the best sources is the industry that supplies goods or services related to the subject matter field involved.

Industry can be interested and will do a fine job of cooperating with Extension in educational programs if it is convinced that such cooperation will contribute to its own progress, if it has employees with the necessary technical training, and if its attitude toward the cooperative program is in keeping with Extension's objectives and obligations to the people.

An excellent example of a subject matter field where "assistant specialists" are helpful is farm and home electrification. This was recognized in Virginia back in the early twenties when C. E. Seitz, extension agricultural engineer, began working on the extension of central station electric service into rural areas.

It was obvious that farmers desiring to put electricity to work would need individual help in solving problems of electrical application and that an extension specialist or county agent could not hope to adequately meet this need without assistance. The logical ones to give such assistance were the power suppliers who would serve the rural areas.

Rural electrification was rapidly developing as one of the technical fields of agricultural engineering. Men were being trained in this field and Virginia power suppliers were encouraged to employ them. During the last 35 years, approximately 25 percent of the agricultural engineering graduates at Virginia Polytechnic Institute have gone into rural electrification work—mostly with Virginia power suppliers. These men advise rural users of electric service and cooperate with Extension on educational programs in this field.

Cooperation in Action

Extension and power suppliers personnel have to be up-to-date on the latest research and equipment developments relative to electric power use in agriculture. This is accomplished through short courses and conferences in which the timeliness and relative importance of power applications are recognized and educational activities planned accordingly.

They work on planning committees with other educational groups in the Virginia Farm and Home Electrification Council. The power supplier agricultural engineers then work with county agents in training leaders, putting on educational exhibits and demonstrations, giving talks at meettings, and assisting individuals with power use problems.

The 4-H electric program in Virginia is an excellent illustration of how power suppliers and extension specialists work together effectively. This program is planned by a committee of 4-H, agricultural engineering, and home economics specialists; county agents; and power supplier representatives.

The committee determines the record book and subject matter material requirements and the extension specialists either prepare or procure what is needed. In the counties, extension agents, 4-H Club leaders, and power supplier representatives determine together how the program will be conducted.

The procedure used in Bedford County has produced fine results. Here the county 4-H council has selected the electric project for emphasis for the last several years. Each year a planning conference involves extension agents, power supplier representatives and leaders.

Bedford County extension workers and power company representatives plan 4-H electric project.

The electric program was countywide in 1958 and power supplier representatives gave talks and demonstrations at all 59 January 4-H Club meetings before more than 1,600 club members and some 700 others. These meetings not only gave all club members some subject matter training but stimulated interest in project enrollment.

The county "Ampere Club," composed of 108 members, gets special advanced training by power supplier representatives. Most junior leaders for the electric program come from this club.

To give planned instruction to all 4-H Club members enrolled in the electric project, a 3-day group school is held each year. Instruction is given by power supplier representatives assisted by junior and adult leaders. Following this school, all 278 boys and girls enrolled in the project in 1958 followed through on their project work with the assistance of local leaders.

Over 11,000 4-H Club members, approximately 16 percent of the total in Virginia, enrolled in the 4-H electric program in 1957. Such widespread participation and progress in this challenging program would be impossible without effective power supplier participation. It represents extension-industry cooperation at its best.

Contracting Gets the Forestry Job Done

by W. K. WILLIAMS, *Federal Extension Service*

Removal of undesirable hardwoods and planting of pines near Carthage, N.C.

CUSTOM sawing of lumber has been a long standing practice in many rural areas. County agents and extension foresters have encouraged home use of farm timber and have assisted owners in making contact with mill operators.

Now contract work is being applied to forest management practices in many States. In New Hampshire farmers are having forest stands pruned and weeded by experienced crews. And in Texas, 80-90 percent of individual land owners' seedlings each year are planned on a contract basis.

Technical Guidance

There are no serious disadvantages in applying this type of operation on the farm if it is given some guidance. The cash outlay at the completion of the job may be considered a hurdle but this presents no difficulties if government practice payments are involved.

County Agent M. R. Glasscock, left, and Chilton County, Ala. farmer look over area where black jack oaks are being removed to give young pines more room.

When the job is done by a contractor who is not a forest technician, the advice of a forester is needed for the technical phases. In tree planting, for example, a qualified person should be consulted on site preparation, selection of species, and checking the planting operation.

Contract forestry is meeting a real need in areas of small forest tracts where individual owners cannot support full-time equipment and find it technically difficult to provide this service for themselves. In addition to planting, weeding, and pruning, other contract jobs include bulldozing scrub hardwood prior to planting, spraying for hardwood removal, chemical thinning, logging, and spraying Christmas trees for pest control.

In Virginia, Extension Forester Carl Holcomb reports four different types of operations: consulting foresters, industrial contract work by a paper company, pulpwood forester doing contract work in spare time, and a land owner who does contract work for other owners.

In some States sawmills are promoting woodland management and marketing services either directly or through tree farm families. This service may be on a fee basis or free of charge with the option of the first refusal when the owner is ready to sell his timber. In other instances, soil conservation districts, State forestry departments, private forestry agencies, and equipment dealers are doing contract work for woodland owners.

Agent's Role

The role of the county agent in contract forestry is an important one. As a go-between he informs owners of services, recommends practices, assists in bringing contractors and owners together, and at times assists with the scheduling of services. The technical guidance of the forestry specialist or local forester is also indispensable to the success of contract operations and will be needed more as this work increases.

The experiences of farmers and foresters in contract work reveal some advantages of this newer method of getting the forestry job done. In some cases, the cost of contract work in forestry has averaged 30 percent less than employing labor by the day to do the job.

Experienced woodsmen and college students are generally enthusiastic about contract jobs, as they can work long hours for a larger income and take time off as desired. Contract work, especially with power equipment, attracts outsiders and develops their interest and knowledge of forestry practices.

Awarding of contracts covering small units rather than large jobs has advantages, especially if there is a question about the contractor or his work.

Consulting foresters can assist with contract specifications, check to de-

termine compliance, and assist in training crews with practices. Crews can be trained to do satisfactory planting, timber stand improvement, and pruning work.

Cost Sharing

As an illustration of how contract forestry works under the forest practice provisions of ACP, County Forester Roger P. Sloan of New Hampshire explains the procedure used in his State.

A forestry contract job in New Hampshire involves the consulting forester as the contractor, woodland owner, manager of county ACP office, and the county extension forester.

The county forester contacts the woodland owner, discusses the work needed, and explains the ACP cost sharing plan. If the owner is interested, he is informed of consulting foresters who will contract to do the job. After the owner decides on a contractor, the county forester contacts him and discusses the work to be done.

Then the consulting forester visits the owner and quotes a price for doing the job. If the price is agreeable to the owner, a verbal contract is made for doing a specified acreage at a stated total cost.

Pruning costs vary from $20 to $32 per acre (100 trees pruned to 16 feet is considered an acre); and thinning and weeding costs vary from $15 to $24 per acre. ACP shares 50 percent of the cost of pruning and 75 percent of the cost of thinning.

When the owner's application for cost sharing is received by the county ACP office, funds are set aside, and the county forester notifies the ACP office that the area has been examined and is suitable for the work designated. The contractor then applies to the ACP office for a purchase order for the particular job. This is a contract to do work under the ACP program.

On completion of the job, the owner reports the amount of work done and the cost to ACP. The county forester checks the area and notifies the ACP office whether it is satisfactory. If so, ACP pays its share and the contractor bills the owner for his share. If not satisfactory, arrangements are made for the county forester and contractor to examine the area and discuss why it does not meet the requirements.

There are variations to this pattern. One is for the contractor to do the work and bill the owner for the whole job. In the meantime, the owner applies for cost-sharing. When the work is completed and after inspection, the owner receives the cost-sharing from ACP.

Even without cost-sharing the same approach can be used in bringing an owner and contractor together in order to get a job done. It is used in connection with boundary location, trespass cases, large timber sales, and other forest work requiring the services of consulting foresters.

SHOW HOW

(Continued from page 38)

harvested 45 bushels of wheat per acre from the 15-acre field and immediately planted it to corn. Three applications of water were made. He harvested 85 bushels of corn per acre. The following year he alternated his fields by planting wheat behind cotton. He harvested 40 bushels of wheat and 75 bushels of corn per acre from the 15-acre field that year. Without irrigation, double cropping would not have been possible.

Conditions in the rice area indicate that a land forming field day would benefit farmers in that area. Much is being wasted and stands materially reduced each year because of irregularities in fields. We plan to conduct a field day in that area this year.

More than 700 farmers witnessed the two demonstrations. As a result, land forming has been completed on nearly 6,000 acres. And we are anticipating a vast expansion of land forming throughout the entire county.

RIGHT TIME

(Continued from page 31)

and let them talk personally with growers who were getting better than 95 percent control. This was at a time when worm damage was so severe in Monterey County that growers simply could not ship.

This personal eye-opening tour was the ice breaker. At the start of the next season, eight fields were placed under treatment under the direction of the farm advisor.

Plume moth control in these fields was so outstanding that news spread from grower to grower like wildfire, and everyone wanted to try it. A county publication was prepared and a number of meetings held to discuss the program with growers.

This year some 90 percent of the growers are using the recommended program with good results. The success of this program has opened the door for demonstration work on improved marketing practices. This work will further improve the efficiency of artichoke production.

Yes, man learns best when he has an opportunity to see for himself. Sometimes he only sees what he wants to see when he wants to see it. It simply takes the right demonstration at the right time to open the door of opportunity.

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 849	Capons and Caponizing—*Reprint*
F 1861	Insect Pests of the Peach in the Eastern States—*Reprint*
F 2047	Maintaining Drainage System—*Reprint*
F 2122	Growing Seed Flax in the North Central States—*New*
F 2125	Making and Preserving Apple Cider—*Replaces F 1264*
L 172	Why Fruit Trees Fail to Bear—*Revised 1958*
L 233	Selecting Breeding Stock for Broiler Production—*Revised 1958*
L 324	Soil Treatment—An Aid in Termite Control—*Revised 1958*
L 378	A Rounded Corner Hutch for Rabbits—*Reprint*
L 437	Anaplasmosis in Cattle—*New*
L 442	How to Buy Eggs by USDA Grades and Weight Classes—*Replaces G 26*
G 32	Washing Machines—Selection and Use—*Slight Revision 1958*
G 58	Shopper's Guide to U. S. Grades for Food—*Replaces M 553*
G 60	The Beltsville Kitchen-Workroom—With Energy Saving Features—*New*

Showing How on the Whole Farm

by D. L. BRANYON, *Extension Agronomist, Georgia*

If it works on five acres, it'll work on the whole farm. That was the reasoning of extension workers, commercial concerns, and Georgia farmers who had cooperated in carrying on 5-acre cotton demonstrations. This reasoning prompted the Bale and a Half Cotton Club, started in 1956.

Results from more than 10,000 five-acre demonstrations over a 9-year period proved it was possible for Georgia farmers to produce relatively high yields of cotton per acre.

Cost-Price Squeeze

During this same period, cotton acreage was being reduced. It dropped from 1,252,000 acres in 1946 to 570,000 in 1957. The narrow margin between the cost of production for the average farmer and what he received was one of the causes for this reduction.

In the 5-acre demonstrations, many growers were able to produce crops that returned a satisfactory profit to maintain production on the eligible land. So extension agronomists and commercial firms who had cooperated with county agents and farmers in carrying on these demonstrations decided to broaden the program to entire farms.

Any farmer who produces an average yield of 750 pounds or more of lint on his entire acreage is eligible for membership in the Bale and a Half Club. The farmer must furnish his county agent with gin receipts as proof of yield and a record of production costs.

County agents enroll farmers in the spring of each year. The farmers agree to demonstrate good cotton production practices such as: selection of land capable of producing high yields, use of fertilizer and lime recommended according to soil test, use of adapted productive and disease-resistant varieties, good seedbed preparation, proper cultural practices, recommended insect control program, and proper harvest and ginning practices.

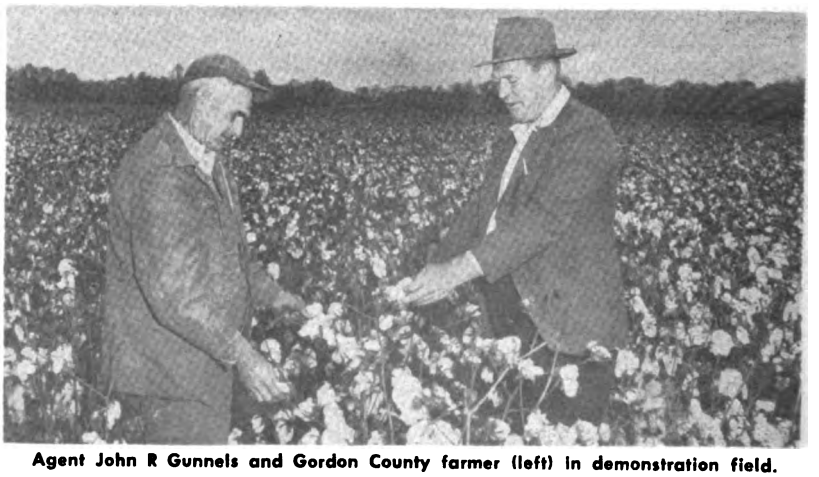
Silver keys and certificates of merit are awarded to members at an annual banquet. Keys carry the club emblem and are inscribed with the member's name, yields, and year of the award. Gold keys are awarded to farmers who have averaged a bale and a half for 3 consecutive years.

In 1957, 72 Georgia farmers qualified for the Bale and a Half Cotton Club. The average production of qualifying members was 820 pounds of lint cotton per acre from 1,300 acres. The average production cost per pound for the club members was 5 cents less than the State average, or 18 cents as compared to 23 cents.

Value Proven

Reports show that about $40 worth of fertilizer and insecticides was used per acre by club members, compared with $18 worth on the average cotton farm. The additional fertilizer and insecticides, with other good production practices, returned the club members $272 worth of cotton lint and seed per acre, compared with $110 for the average cotton grower in Georgia. Club members had a net return per acre of $121; the State average was $34.

This approach has brought the evidence to cotton producers that good yields with reasonable returns per acre are possible for those who apply timely, recommended practices.



Agent John R Gunnels and Gordon County farmer (left) in demonstration field.

EXTENSION SERVICE Review

MARCH 1959

Management On the Farm and in the Home

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. 30 March 1959 No. 3

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 more I read and hear about farm living today, the more I'm convinced of the importance of good management. And after a recent visit to Mississippi and Alabama, I'm even more sure that good management will spell the difference between success and failure on many farms.

I talked with farmers in several counties and, as expected, they had a wide variety of problems. Many have nice homes, good land and equipment, and enjoy a good living.

But I also visited some with gross incomes of less that $2,000. They are perhaps typical of that large group of low-income farmers we hear about—the 56 percent who produce less than 10 percent of our farm output.

These folks appear to want information on good practices, but then fail to apply it. One, for example, asked the agent about recommended corn varieties. Then he said he planned to plant corn the next day. The agent cautioned that there was still a chance of frost and suggested he wait. "No," the farmer said, "I'm ready to plant and will take a chance on frost. If I lose it, I'll plant again in April."

As we walked over his farm, it became obvious that he carried on all of his enterprises in a similar manner. He was farming strictly by guess.

The next day I visited another farm in direct contrast. A young family with about the same size farm is doing a good management job and making almost amazing progress. Starting from scratch in 1954, they've built up a grade A dairy, have good buildings and equipment, and are ahead on their mortgage payments.

What are the differences between the two? Management, for one thing. The first farmer doesn't plan ahead more than a few days at a time and then doesn't base his decisions on available information. The second, on the other hand, has a long range plan, knows where he's going, and how he's going to get there. And he'll get there, too.

That's what this issue is about—management on the farm and in the home. Some articles tell about management needs of various groups served by Extension; other articles tell how these needs are being met. We hope they will give you some ideas on how to help people use their resources wisely to achieve goals of better family living.—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.

DECISIONS UNLIMITED ...*through better Management*

by J. B. CLAAR, *Federal Extension Service*

EXTENSION workers today are change oriented. There is an awareness sweeping the country that keeping programs adjusted to the modern day is a need that must be met.

Extension is determined in these changing times not to play the part of a gigantic ostrich with its head in the sand, or the part of the humming bird that flutters about without ever quite coming to rest. Instead, our aim is to emulate the proverbial wise old owl that, after carefully analyzing the situation, moves straight to its objective.

Through the study of the Scope Report this needed analysis is occurring. From this analysis and their close contact with people, extension workers today recognize more than ever the importance of good management in the business and family living aspects of the people they serve.

What do we mean by management? At a moment's reflection one can recall many families that are working hard but do not seem to be achieving the things that they want because of poor business management or the failure to make wise use of their resources in consumption.

Good management is using available resources in such a way that all possible ends are accomplished. Good management is a result of a series of correct decisions—so the essence of management is decision making. As such it is a universal problem occurring in our lives and in our businesses. The necessity for good management promises to be even greater in the years ahead.

Particular Farm Problems

Farm families have special management problems. As the size and specialization of farm businesses increase, requiring more input of capital and labor, each business decision becomes of more significance and is more difficult to reverse.

The vast output of products from science and industry offers the buyer a dozen different ways to do the same job. This increases the complexity of the decision making job. When this trend is coupled with the trend to buying many goods and services rather than producing them, the number of decisions that individuals must make mushrooms.

Successful farming today requires far more than merely collecting good practices from experiments and the farms of others. Practices cannot be chosen in isolation but must be carefully selected to form systems of production and marketing. These systems in turn must fit in with the type and size of enterprises, and with available capital, labor, family living considerations, etc.

Increased levels of living, the cash economy, and the greater capital requirements referred to above have all resulted in the increased importance of financial management and planning for the family.

How money is used is fully as important in achieving family goals as the amount earned. Increasingly, farmers and their wives have been seeking off-farm employment. This is not only a complex decision in itself, but one which gives rise to many more management problems—such as how to maintain a normal home for the youngsters.

To add to the complexity of decision making, business decisions must frequently be made in the light of family ends since the business exists in order to achieve them. The goal of the family is to use its resources of time, energy, and money to pro-

(See Decisions Unlimited, page 71)

Management—A Box Full of Tools

by GLEN PULVER and LOUISE YOUNG, *Farm Management and Home Management Specialists, Wisconsin*

NEVER has the maze of what to do with limited time and money been so complex for a family. Farm families face a world characterized by rapid technological advances, expanded capital requirements, complicated market transactions, wider choice in consumer goods, increased pressure on time and money, and a narrow price-cost structure.

Today, when success or failure may hinge on a dollar spent in the right place or a job done at the right time, management know-how is at a premium. The farm family, to be successful, must rely on good decision-making ability as never before.

The strength of tomorrow's agricultural life will depend largely upon the success of Extension's effort in equipping farm families with a box full of the management tools necessary to face the many decisions. It is not enough to serve only as a source of information when the family is faced with a new or unfamiliar problem. Neither is it enough to provide a management service to which they can turn at each new technological change.

Unless farm families know how to apply the new information to their own situations, they will soon be buried under a mass of inadequate decisions. And Extension will be confronted with more and more requests for answers to specific problems. Extension workers must gear themselves to a program with management as its core.

The crucial first step in a management education program is developing within family members an attitude of questioning, constructive self-criticism and analysis. Before good management becomes a part of their lives, they must be willing to accept the fact that there are usually many ways they can improve farm and family affairs.

Orientation toward decision-making can perhaps best be taught by use of the whole farm and home approach. Extension workers can initiate this in one of two ways:

- Help families to take a look at what they want out of life in terms of short and long-run satisfactions and material goals. The inadequacy of present operations may shock them into action.
- Help families to make objective appraisals of present resources and resource productivity. Then the family has a true picture of its position in relation to the society around it. This appraisal may include a detailed analysis of production levels, farm and family accounts, indebtedness, and other family information.

More Wisconsin agents are using the latter approach in their management-oriented programs. Either approach, to be successful, must soon be followed by the other.

Right Information

Wise decision-making depends on good, sound information. The family must not only be taught reliable sources of information, but also how to collect applicable information in the best form for making decisions.

Extension must continue to serve as an important source of information for farm families. And all extension workers have a responsibility for developing materials in a form which can be readily used in good decision-making.

Many farm families still are not aware of all the off-farm resources available to them, especially Soil Conservation Service, Farmers Home Administration, and other agencies. These are valuable sources of information and technical assistance which farm families should utilize.

From the Tool Box

The most important single management tool which the farm family must learn to use is the *consideration of alternatives* when making decisions. Family members should learn to analyze alternative solutions and their probable results. This should be done not only when making decisions within a specific farm enterprise or family activity, but should include how any such course of action will influence the entire farm and family. Use of this tool should become automatic since it is the farm family's best protection against hasty, inadequate decision-making.

In order to compare alternatives, the farm family must learn how to use other tools of analysis. Partial budgeting techniques which weigh costs and returns of two or more alternatives are useful in considering economical questions. Adoption of new equipment, fertilizer, or a heating system are examples of alternatives which can be appraised with this tool.

When considering major changes in farm organization or family financing, whole-farm budgets projected into the future become a useful means of appraising the effects of such change to the entire farm and family financial picture.

Because of the close relationship between the farm business and the home financial structure there is great need for a tool which can correlate anticipated income and expenses in the year ahead. This can be accomplished by the use of money planning guides or balance sheets which involve the entire family in financial planning to achieve their goals.

Family security is of great concern to everyone. There are a multitude of insurance protection systems, Social Security, and investment opportunities. Extension workers can teach farm families a system of family security planning to be used as situations change in the future.

A system of good farm and family records is a valuable tool in facing a future filled with changes. Records of important papers and their location, inventories of all resources, farm production records, and financial accounts are all a part of this system of recordkeeping.

Another tool in this box is work simplification. As demands on time increase, the family must learn to organize work and play for maximum utilization and satisfaction.

These are only a few of the analytical tools which extension workers need to provide farm families. Others include enterprise analysis, family

(See Box of Tools, page 64)

Stepping Up Management Skills

by **CRYSTOL TENBORG**, *Home Management Specialist, Arkansas*

USE what you have to get as much as possible of what you want. Then you're practicing management.

All of us practice management to some extent, but management education helps people to become better managers. This, in turn, gives greater satisfaction and raises the level of the individual and the general public. More efficient production, distribution, and consumption of goods and services will result.

In today's complex society, good management is the only means we have of combating pressures from many sources. Carefully thought-out plans, carried out with conviction, will help us to go in the direction we wish to go. Good management is the major deterrent to "impulse action" which can lead us in the wrong direction.

Preparing for Change

Many families may obtain a better living without increased income. This may be done by adjusting the use of the resources which they have and by increasing their knowledge and skill to make the resources of time, energy, and money more interchangeable. Attitude is an important factor relative to these adjustments. Habits help us to do many things without conscious effort, but they can be detrimental if they prevent adjustment to change.

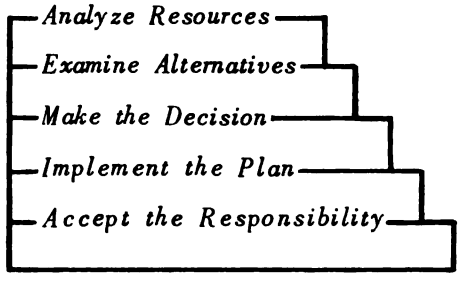
The first step in the management process is analysis of resources. This means taking into account all of the family resources — the time of all family members available to help, the energy various family members are able to expend, and the money and other material resources available.

The second step is setting up alternatives. The family must not be satisfied to set up alternatives based on present knowledge alone. They need to investigate and find out what possibilities there are over and above those known at a given time. Change may have brought new products or new processes to improve the situation.

The third step is to select the best of the alternatives available under the circumstances—make the decision. The next step is to implement the plan and the fifth is to assume responsibility for the decision.

Just as change is normal, risk is inherent. The farther into the future we project, the less certain we can be of circumstances. Risk is involved in all decisions. Since only persons whose resources are involved can assume the risk, only those persons should make the decision.

The last step is evaluation which actually leads back to reobservation. Management is a continuing process with a time span of various lengths between periods.



Somewhere along the way the family will need to establish both long and short-time goals. These should, if possible, be established after resources have been analyzed. Goals may need to be altered during the process. If they are too low, there is little incentive to try and make improvements. Too high goals may be discouraging over a long period of time.

The goals chosen by a family reflect the values which they consider important. Since different people will have different values, no two families will have exactly the same goals.

Dr. Dorothy Dickins of Mississippi State University did a study that included Arkansas, Mississippi, and Louisiana farm families. She found that good management paid off in higher net incomes, great increases in net worth, more adequate diets, better dressed family members at little difference in cost, and more livable homes.

Management in Action

The accomplishments of a Randolph County family show the value of applying management principles. When they began in Farm and Home Development in 1956, they were renting a 215-acre farm. The first year they rented 100 more acres and a year later were operating 450 acres of rented land.

In 1957, the family purchased 267 acres and established an irrigation well. This year they started operating their farm plus 215 acres of rented land.

Record Work

Accurate farm and home records have been the base for the family's management decisions. An example is their decision to switch the enterprise from cotton and soybeans to swine.

Their farm was well adapted to grain production. After considering various alternatives, the family decided to build a central farrowing house. Then they planned a good pasture system, following extension recommendations. Labor income has shown a substantial increase in the past 3 years.

Now the family is looking forward to another important goal. Floor plans have been completed for a new home which they expect to build in the near future.

Farm and home records, budgeting for home needs, and other management tools helped this family attain a better living. They illustrate what can be accomplished through wise management decisions.

Teaching Management To Extension Workers

by C. A. SVINTH, *Director of Extension, Washington*

County agents in Washington walk a farm as part of training in farm and home planning.

SHOULD we continue to farm? How do we get capital for expansion? How do we help the kids go to college? These and other big questions face farm families in today's changing economic and social situation.

In Washington, these questions led us to emphasize the teaching of management. This fits in exactly with our farm and home planning work.

First, of course, agents needed training in how to teach management practices to farm families. Here are some of the things we did.

A team of a farm management specialist and a home management specialist was designated to develop tools and methods of doing the job. A county agent was given a full-time assignment to help them.

Several district meetings were held for county agents and one for specialists so that they could learn how to help a family use the farm and home planning process.

Workbooks were developed for families to use in the planning process. A reference book was compiled which included guides that agents and families could use in considering alternative management choices. Evaluation forms were worked out for use by families with the help of agents.

Several methods of agent training were used by the specialist team. These included: going through the planning process while a group of 15 to 25 agents observed, working through the process with a family and a team of agents, and using the group approach with several families and several agents together. This last approach was combined with farm and home visits to each family.

Personnel from 14 counties participated in an evaluation and training conference. Extension workers were encouraged to enroll in summer courses in farm and home planning.

Spadework sessions are held to hash out farm and home training methods. They sometimes solve old problems, come up with new approaches. Taking part in this panel are staff members Inez Eckblad, Frank Webster, Anna Jim Erickson, Dick Lasswell, and Art Peterson.

Deciding Goal

Early in the training procedures we had to make an important decision. What are we trying to teach? We decided first that our audience was the farm family—the decision-making unit. Secondly, we were trying to teach this family how to use the management process. Thirdly, we were interested in having them understand the principles of the management process. We agreed that we could do this best by using examples based on their own problems.

In order to teach families how to use workbooks, partial budgeting, financial statements, and over-all budgets, our specialist team had to first help other extension workers develop a better understanding of these tools.

Also involved was the problem of how to evaluate the farm and home planning method. We set up three guideposts:

1. Families should make definite progress toward their goals.
2. In so doing, their goals over a period of time should become more realistic.

3. Families should understand the management process so that they could continue to apply it to constantly changing problems.

We ran into a number of problems in training extension workers how to teach the management process. One of the first requirements was to train ourselves to understand the social action process involved in teaching a new method. We had to learn that changing the attitudes, understanding, and skills of extension workers wasn't accomplished overnight. Understanding of the application of the process improved following workshops with agents.

Convincing Ourselves

One early difficulty arose from the fact that the leaders in the training process were farm and home management subject-matter specialists. Other staff members tended to think that this was a management project rather than a method of teaching management.

We thought we could get everybody interested in teaching this even though some were not convinced of its importance. Workers were practically required to attend district training sessions even though their attitudes were unchanged and they were not of a mind to learn.

This major block in attitudes was finally removed in January 1958. At that time we had a workshop with a group of workers who had used the method. Some had not fully accepted the method but at least they were aware of it and had developed some skills in using it.

In this training conference extension workers outlined the situation relative to farm and home planning as a method, isolated the problems which had kept it from moving forward, and made suggestions for breaking these bottlenecks.

As a result of this conference, workers from 12 of the 14 counties involved went home and did an effective job of including the farm and home planning method in their program of work. In these counties the number of participating families was increased by about 50 percent in a year's time. And in the process, the attitudes of the workers toward the process swung toward the favorable side.

Getting the Job Done

by E. P. CALLAHAN,
Federal Extension Service

To effectively teach management on the farm and in the home, we must take the "problem approach" to much of our work with farmers and homemakers. This doesn't mean that we can abandon the "general recommendation" approach. It means we must recognize the differences between the two, and apply each where it is more useful.

The general recommendation approach is the usual method of teaching an improved practice. The object is to get as many as possible of the audience to adopt the recommended practice. It is assumed that the extension worker knows what the audience should do, and that all should do the same thing—adopt the recommended practice.

Suiting an Individual

This approach, however, is not valid with problems for which the best solution for one farmer may not be best for another. For example, should we invest in supplemental irrigation?

The problem approach is useful with problems of the latter type. It assumes that the best solution can be worked out by logical application of sound principles. It assumes that the learner has some of this information, that the extension worker has some and that some may have to be acquired. Perhaps weather records will have to be looked up, soil survey reports studied, and prices of equipment checked.

This kind of approach leads to a tailor-made solution. It results in a decision that is best for one farmer but which may not fit another.

Solutions to many important problems hinge on family goals and values. When families actually work problems out for themselves, they get an educational experience and are better equipped to handle future problems.

We can use the problem approach to teach people how to better work out problems for themselves—to teach management. Management can best be taught in the context of a problem.

For example, a farmer may ask, "Would it pay me to invest in supplemental irrigation?" When we have helped this farmer round up the necessary technical information, we can help him compare the likely rate of return from it with the likely rate of return from other uses of the money. We can suggest other alternatives. Then we can help him and his family size up the alternatives in terms of their relationships to the family goals. The family must choose the alternative, take action, and bear responsibility for the outcome.

Our Part of the Job

If we are to teach management effectively, we need to develop our ability to help farm people identify problems and opportunities that confront them, and weigh alternatives in terms of possible results. We must be able to help them find the information that is necessary to do that. We need to ask the right questions, listen attentively, observe carefully, and counsel helpfully.

And above all, we must help them to improve their ability to manage their own affairs. This means that we must help them improve their skills in using the concepts, principles, and tools of management. The tools for choosing the best alternative include the partial budget; the concepts of risk, time, utility, fixed vs. variable costs, complementarity and substitution; the principle of diminishing returns; and the equimarginal principle.

It has been said that these are only common sense. Even so, it is a real pleasure to teach their use to an earnest farmer or homemaker while helping him or her to search out the necessary information and work out the best solution to a tough, important problem. That is one of the most challenging and rewarding kinds of extension teaching.

What Youth Wants To Know

by M. O. WATKINS, *Director of Extension, Florida*

THE ability to manage is certainly fundamental to the success, happiness, and peace of mind of most persons. This is true of one's life as well as one's material resources.

Extension's successes and failures in Farm and Home Development and other educational activities in the management field have shown that knowledge of certain fundamental economic principles is basic to successful management. Successful application of these principles adds up to the ability to allocate resources among competing wants and needs to provide maximum satisfactions for the individual or family.

At an early age, a child begins to decide how he will allocate his resources. These decisions range from the use of pennies in his piggy bank to how he will spend his time each day.

Youth of 4-H age have to make many management decisions of basic importance to them and to their families. Perhaps the most important of these is the choice of a career, or how to best manage native abilities and talents (resources) to produce maximum satisfactions throughout life. With all of the many careers open to a young person today, this is no small decision.

So, Extension has both an opportunity and a responsibility to include management teaching in 4-H Club programs. This is not to imply that Extension has not been teaching management principles to 4-H'ers. We have, but our more recent programs have pointed up the importance of emphasizing management more.

A recent survey in the southern region showed that a number of States have 4-H projects which deal with management. Reports indicate that States in other regions also are doing exploratory work in this field.

In 1956 the Southern Farm Management Extension Committee appointed a subcommittee to examine the problem of introducing more economics into 4-H Club work. About that time Associate Director Ernest Nesius of Kentucky, in a talk at the Southern Agricultural Workers Conference, strongly urged that more economics be included in 4-H Club work.

Exploring Needs

As a result of these two separate but related lines of thinking, the southern directors of extension set up a subcommittee to explore the need. This group consists of two farm management specialists, two State 4-H Club leaders and three representatives from the Federal Extension Service, with the author as administrative adviser. The Farm Foundation underwrote the cost of the original meeting.

The subcommittee recognized the difficulties in teaching management principles to youth. These include the fact that such principles are less tangible than production projects, that other project satisfactions outweigh economic satisfactions, and that economics deal more with concepts and principles than do the physical sciences.

Some of the economic principles and forces at work which the subcommittee feels should be taught and understood by 4-H Club members are:

- The decision-making process, including the best time to buy and sell.
- How money and other important resources are acquired.
- Principles of marginal analysis and diminishing returns and how these relate to such management decisions as the most profitable rate of fertilizing, feeding, etc.

The subcommittee recognized that to successfully teach these principles to youngsters through 4-H Club work, certain definite criteria must be met. The material taught would need to meet the needs, interests, experience, and opportunities of the age group for which it was intended, and be within the ability of this group to comprehend it.

Specific Projects

It would have to be of interest to adult local leaders and within their ability to teach as well as be practical in terms of available time on the part of agents, leaders, and members. It would also have to lend itself to evaluation. The material should also embody definite subject matter and principles of use throughout life and contribute to the needs and development growth of the club member.

Objectives developed by the subcommittee embodied principles to be taught and criteria to be met. Four project areas were then set up to be developed: career exploration, money management, managing a business, and economic activities to complement existing projects.

It is recognized that these four project areas are not all-inclusive, and that other States and regions are also doing work in this field. A national committee of 4-H and home management specialists is currently developing project materials to be used in conjunction with home management projects.

In connection with career exploration, it was understood that the Extension Service did not have per-

(See Youth Wants, page 70)

A Challenge To Their Thinking

by D. B. FALES, *Associate State 4-H Club Leader, New York*

FARM and home management is a family affair. And mighty important members of a family are those between the ages of 10 and 21 —4-H'ers. Attitudes and habits are formed rapidly at this age. So it is both logical and proper to include older farm youth in the far-reaching Farm and Home Management program.

The philosophy for the 4-H phase of this program is based on experience and the realization that a majority of these young people will never become farmers. Those who do will have valuable management skills. Those who do not go into farming will have a better understanding of farm problems.

Because 4-H members are young, the things they learn will serve them over a long period of time. Management work with people of this age may help them avoid life-damaging mistakes.

A program dealing with both young men and women helps promote family unity in the complex problem of efficient farm operation. Management programs must be active and interesting to hold the attention of young people, to whom farm problems and family responsibilities are not yet everyday affairs. By enlisting the help of young people in planning the program, we could be sure of their support.

In developing the program, we realized the need for objectives dealing with farm and home management that would challenge the thinking of this group. Recognizing the age group we planned to work with, we applied regular farm and home management principles.

As a starter the following were suggested as program content: Appraising a farm—analyzing property value and potential; money management; land use; marketing; wise use of credit; insurance — importance, how much, investment, or protection; points to consider before forming partnerships; analyzing farm business records; wise buymanship; how to choose a career; ways of doing business — partnership, individually, ordinary corporation, cooperative corporation; and getting started in farming.

Educational methods varied from county to county. However, there was one important procedure that counties agreed would be standard—background information was obtained from each individual participating. This material has already proven valuable in presenting factual information to county executive committees about the program. As more of this information is gathered, it will be used in developing future programs.

Both group meetings and individual contacts have been the main methods of involving young people. Money management clubs, panel discussions, trips, personal counseling, illustrated talks, and surveys have been instrumental in attracting and holding their interest. Progress in the program, which is operating in six counties, is a result of the intensive approach.

Training for Agents

Training schools have been held for participating agents with content determined by their expressed needs. The first meeting was held in 1957 to review progress, problems, and plans in the six counties. The group decided they needed a refresher course in agricultural economics, so a 2-day meeting was held for this purpose.

Another training school was devoted to a workshop on career counseling. This dealt with counseling in the field of agriculture in cooperation with professional guidance directors.

The fourth training school was in the field of family counseling, under the direction of the Department of Child Development and Family Relationships. All of these training schools have been helpful in pioneering this work with older farm youth.

Varied Experiences

Statistical and case study results show some interesting progress. Last year the six counties worked with 420 young men and women averaging a little over 17 years of age. Of this number, 50 had little or no previous contact with Extension, 52 were just getting started in farming, and 100 were in the low income bracket. The program reached 140 older youth who were members of part-time farm families.

Early in the program, 4-H agents recognized a wide variety of youth problems and interests. One group of 133 had 59 different career angles with more than half the total either directly or closely related to the business of farming.

Some common interests have revolved around selecting and managing a farm, military obligations, getting started in farming, partnership

(See A Challenge, page 70)

MANAGEMENT NEEDS OF YOUNG FARM FAMILIES

by CHRISTINE H. HILLMAN, *Professor, National Agricultural Extension Center for Advanced Study, University of Wisconsin*

THE air is filled with words about new demands on families. While they still have the traditional obligations, today's families are also expected to concern themselves with and assume responsibility for community, state, and national needs. Indeed, in this era of automation, atoms, and ballistic missiles, families are expected to think on a planetary basis.

The current family is faced with untried ways of handling problems, and with untried value systems and economic practices. Uncertainty and insecurity sometimes plague its steps. Wants created by vast technological developments complicate the situation even more. In such an environment, a family's contribution to itself and to others may best be measured only in terms of how well it is able to manage.

Not all families are able to manage themselves well. Some recognize this; others do not. Some seek outside help; others hesitate to do so. Some families know where to find the assistance they need; others don't. Not all family members have need for the same type of assistance nor will they always be in agreement as to degrees of need.

Research has shown that at no stage in the family life cycle is there greater need for understanding and training in management than in the early years of marriage. It is during this period that money income may be lower and outlay usually higher as compared with the later years of marriage. Personal and economic adjustments can tax the personal capacities of the young husband and wife at this time. It is at this point that they are, indeed, making some of the most important decisions of their lives. Young farm families are faced with even more exacting problems during this period.

Young families attempting to establish themselves on farms are frequently faced not only with problems mentioned above, but others. The cost of going into farming is high. Many must be satisfied with a less productive farm or share labor and income in fulfillment of rental arrangements. Cash income may be uncertain. Housing arrangements on rented farms or the lack of certain home conveniences can lead to dissatisfactions. Sharing a house with parents with whom a young couple attempts to farm in partnership can lead to other dissatisfactions.

A high degree of maturity, determination, and the ability to manage well are required if such problems are to be met and solved to the economic and personal satisfaction of all concerned.

Observations and Studies

General observation and considerable research indicate that great numbers of young farm families live far beneath their capacities for success and happiness. Ability to attain the satisfactions they dreamed of as bride and groom more often than not bears a direct relationship to how well they are able to manage.

In connection with the need for more effective education in the area of management, let me refer briefly to three research studies completed during the past 5 years. Each involved interviews with Ohio farm families in which neither the husband nor wife was more than 35 years of age. (These studies were completed by the author when employed by the Ohio Agricultural Experiment Station and the Ohio State University, Columbus, Ohio.)

Approximately 40 percent of the young women indicated that lack of preparation for and knowledge of homemaking tasks and responsibilities had made early adjustment to marriage difficult. Over 20 percent said that this lack of knowledge affected not only their adjustment, but the happiness and unity of their marriage as well.

Uppermost in problems was a lack of knowledge concerning: time and energy management in the home, techniques of work simplification, purchasing and management of household food, supplies, and equipment, and management of irregular farm income.

Money at the Root

Over 50 percent of the couples said that improved knowledge of farm money management was a real need. At the time of study, a majority of couples was faced with absorbing money problems. Few had any basic knowledge of wise or unwise use of consumer credit, but were using it extensively.

For the most part the families had been, and still were, a fair game for impulsive buying and pressure advertising. Little understood was the

(See Young Families, page 64)

WORKING WITH YOUNG ADULTS

by LOUISE WOODRUFF and C. R. MEEKER, *Home Management and Farm Management Specialists, Missouri*

FARM families in Missouri are asking Extension for more management help. At five district advisory conferences last fall, both men and women asked for this type help. In short, they said farming is a business, and people in this business need more help on business analysis, marketing, recordkeeping and home management.

In light of this and programs already underway, we are moving into three main phases of extension work with young adults—Balanced Farming, young homemakers schools, and young couples schools. The first two are in action and are proven methods. The third has been completed at the pilot county stage.

Let's look at the first, Balanced Farming. We've been working at this program more than 20 years. We've used many variations. Extra funds have helped us put 80 full-time men on this program in as many counties.

In Balanced Farming, we've found a way to help young families meet their real problems of today. First, young families can't start as easily as their parents did. It takes credit, plus management, to grow in the business now. Cash is needed just to live on the farm. So they've got to have a high net for this alone. Few can afford to take too much risk, but at the same time they must build income to live on and service their debts.

When these families join Balanced Farming, both men and women agents work closely with them on their management problems. We've found that families want to face their problems squarely. They work out sound farm plans, based on good financial management plans. They use records to guide progress and as a basis for decisions. Last year some 20 percent of the Missouri families working with Extension on Balanced Farming were under 35 years of age.

The second phase of our management program has to do with schools for young homemakers. More than 2,000 young wives studied home management at these schools during 1957 and 1958. Such schools were held in 58, or just over half the counties of the State. Seldom has a program reached half the State effectively in so short a time.

Young Adult Program

Like other States we had worked with R.Y.O. groups. But our program lacked punch. We just didn't reach the young men and women that we should. The young homemakers schools resulted from a new program for young adults which was started under the leadership of Marion Beebe, a State 4-H agent who was a young homemaker herself. In 1956, two schools in pilot counties enrolled about 80 young wives. This group pretty well planned their own program with management in the home as the key topic.

The next year we were ready to push the program Statewide. Most county groups selected management, with a few putting their emphasis on foods or clothing. Schools for the most part included a series of five weekly meetings. Main subjects were, Is There a Better Way, Living on 24 Hours a Day, Making Kitchen Work Easier, Good Grooming for Homes, and More for Your Money. Each student analyzed her own work methods and work areas in the home and tried out new ideas for conserving her time, energy, and money.

Classes and Homework

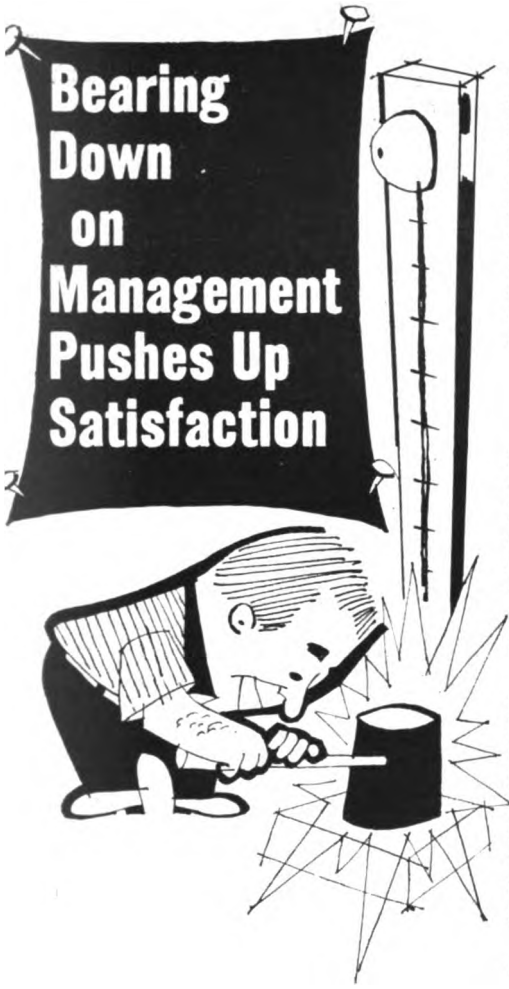
Specialist help consisted of training home agents and help in outlining course work, teacher and student manuals, planning class activities, and preparing suggested illustrative material.

In addition to the intensive classes, students were given homework assignments. And to add zest to the graduation exercises, to which husbands were invited, diplomas were awarded. Most home agents said the schools proved to be the most rewarding activity in their experience.

Students asked for more classes and most reenrolled the next year. Schools

(See Young Adults, page 64)

Bearing Down on Management Pushes Up Satisfaction



by **STEPHEN J. BRANNEN**, *Extension Economist, Georgia*

MAKING decisions or choices is the real heart of management. This involves recognizing, appraising, and choosing alternative means and ends.

In our society the family is the basic decision making unit. Its management problems arise from the choices it has to make. These problems are complicated by the competition between production and consumption activities for the use of the family's resources. And family goals sometimes compete with the goals of the individual member.

Children of high school or college age bring added management problems to the family circle. Although their families may be established in size and occupation, peculiar complexities are added to management problems.

The day-to-day management problems of older children are serious and must be recognized by the parent. These younger family members have scarce resources to allocate—time and money. While each youth's time and money is his own, it is also a part of the family's resource bundle. And it is a delicate problem for the parents to help their children reconcile the short-term use of their time and money with family goals without becoming antiquated old fogies in their children's eyes.

Short vs. Long-Time Goals

Then, too, there's the problem of keeping the family's short-time goals consistent with its long-time goals. For example, a son's expenditure for a socially and psychologically necessary "hot-rod" may be inconsistent with the family's current finances, or even the son's own need to save for his education.

Too few families do systematic planning of the family business on a long-time basis. Research has shown that only 35 percent of southern farm owner-operated households recognized a need for a business desk in the home. Perhaps this is because they fail to recognize management as the key factor to more satisfactory living.

A well conceived and planned long-range program provides some guidelines to use in weighing shorter range problems and deciding what is best today in light of tomorrow's desires. A series of goals can be established, ranked according to importance. Each short-run goal can contribute toward a long-run goal. Each small goal can be made consistent with larger and more important goals.

Children Are Partners

Parents need to let older children participate as management partners in family decisions. This helps to get the children's problems considered. In addition, children develop a sense of responsibility for family goals as they share in choosing them. They gain insight into the management process and become more systematic in sorting fact from fantasy. They become able to recognize that satisfying day-to-day wants may erase the attainment of superior goals.

Even families that have become fairly well established have that age-old problem of separating means and ends. More satisfaction is the ultimate end or superior goal of the family. The material resources, skills, and talents of the family are the means they can use to achieve satisfaction.

At first glance, higher income may appear to be the answer to all problems. It would certainly help, in most cases, because it is the means of satisfying many needs. But more income could be used for a variety of purposes.

Whatever the level of income, skilled money management can help the family achieve greater satisfaction in life. It makes the money go further, and greater satisfaction from what we have is our ultimate goal in decision making. Increasing our income is a means to that end.

Family Security

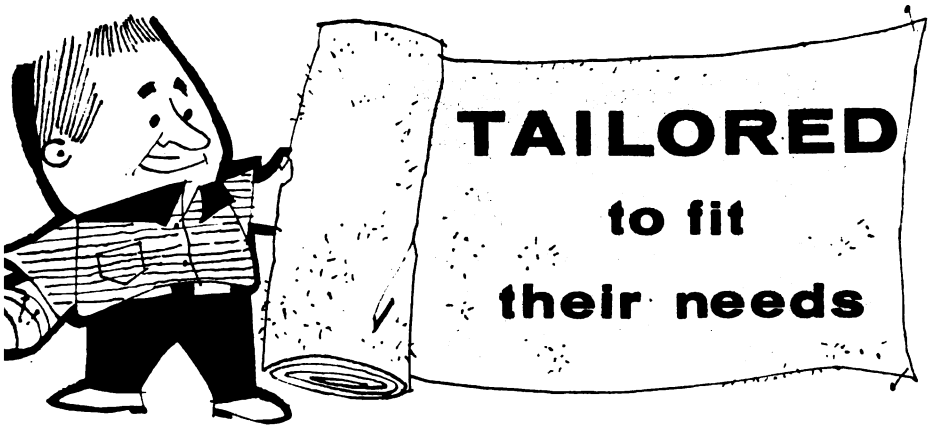
Achieving a degree of financial security, while meeting the heavy drain of teen-agers on family finances, can be a special problem. Reduction of capital in the family's income-producing business often occurs so that investments in education can be made for the children. Family protection in the form of insurance is sometimes sacrificed because of the need for current income to meet college expenses. Production facilities may be neglected to the extent that income flow from them is jeopardized. For example, machinery breakdowns at the peak of the busy season are extremely costly.

Then there's the problem of having too few resources with which to achieve family wants. Adjustment of wants to more practical needs may sometimes be necessary to avoid complete frustration.

Often an increase in the resources at the family's command is practical. However, bitter experience has made many families, especially rural families, extremely conservative. Superior opportunities may be given up because of undue conservatism. Some families get left behind by others who, having considered the odds, are willing to take the risk.

Systematic evaluation of the different routes the family can take to acquire or gain command of more

(See Satisfaction, page 70)



TAILORED to fit their needs

by JOHN N. FISKE, *Napa County Farm Advisor, California*

ADEQUATE physical resources and capital, coupled with production skills, are well-known essential ingredients for modern farming. Yet they are like a stalled motor unless sparked to action by dynamic management.

In teaching management to established farm families in Napa County, we consider our various types of operators and the type of farm organization found here.

Napa County, one of the earliest in the State to develop an organized agriculture, is now within the rapidly growing San Francisco metropolitan area. Climatic conditions and scenic beauty have attracted many retired or semiretired families who like to live in a rural environment. Some of these people wish to supplement their incomes with small-scale or part-time farming. Others choose to live in this area but are employed by the government or nearby industrial plants.

At the same time, large-scale commercial farming and ranching is still practiced. For example, the county is noted for its production of high-quality table wines. This industry, like many others, is undergoing vertical integration. Some commercial growers are affiliated with large cooperative wineries; others are becoming affiliated with commercial wineries or are being absorbed by them as the wineries enter the field of grape growing.

The problem of teaching management must be tailored to fit the needs of these diverse groups.

We also recognize that our farm organization is geared largely to a single enterprise and highly capitalized operation. There are relatively few typical "family farms" as the term is understood in some parts of the country. Those with such units usually have other ample supplemental income and can afford the luxury of being nostalgic.

From the many management problems, we have selected eight which we consider of current primary importance: lack of records, poor farm organization, decisions influenced by salesmen, improper unit size, inadequate capital, failure to recognize and adopt new methods, poor timing of operations, and not enough planning.

Problems and Approaches

We have found that no one method of teaching does this properly. So we have set up management teaching as a basic force in our extension program, applying it in several ways.

Field meetings: These have been used to show comparison between bulk and fine methods of pruning and different plant spacing systems as they affect management. They are also valuable in showing how management may be affected by the use of new equipment, such as bulk handling of grapes, mechanical pruning aids, and livestock scales.

Demonstration plots: These set up comparisons under controlled conditions. They help set the stage for field meetings and they stimulate interest in new ideas that still may be in the research stage. An example is the use of gibberellic acid on grapes to loosen clusters subject to bunch rot.

Grower meetings: Since we are involved in a specialized agriculture, these meetings usually are held with commodity groups. Through them we are able to teach specific management methods including efficient use of labor and record and account keeping. We have been able through such meetings to improve management methods in crop harvest, an important cost item in our county.

Special Projects: Eight years ago we started a prune maturity study on a test plot basis. From this developed a campaign that has completely changed harvest timing and methods. Prior to this work, the harvest period was chaotic. Labor shortages, jammed dehydrators, lower quality fruit, and excessive cost were common. The prune maturity campaign helped reduce many such losses.

Special projects have also been used to improve overall management, as in the case of the dairy herd improvement program where records are used to teach management.

Mass Approach

Circulars and newsletters: California's large size and wide diversification of products impels county offices to produce much of their own teaching material. This enables us to tell growers quickly about newly developed varieties adapted to present market needs. We also can answer specific local questions such as, "What spray programs will meet our needs this year?"

Management is also taught through newsletters sent to commodity groups.

Mass media: Newspaper stories, articles in farm journals, and radio programs are also used to stimulate interest. They provide success stories of new management methods and ideas. They announce meetings, tours, and current publications aimed at better management.

These media also provide new information which may change production practices. They are useful in teaching labor management, including the retention of some workers after peak labor loads to perform other needed tasks.

(See Tailored for Needs, page 68)

MANAGEMENT helps open the door

by F. A. BROCKMAN, *Young Adult Work Specialist, Kentucky*

CAN management be taught to low-income farm families? Yes, but it's not an easy task. A few characteristics of low-income farm families point out some problems in teaching them management.

More than half of the nation's 1.2 million low-income farmers are over 55 years of age. Many of them are blinded to their best interest by traditionalism. By virtue of their age and stage in the family cycle, they are more concerned about health and security than in adopting improved practices requiring expenditure of funds. Often capital or credit is not available to them.

The majority of low-income farm families own small acreage, profitably employing less than half the available labor. They have little opportunity for off-farm employment to supplement their income. Many try to farm in the same way as larger farmers, resulting in over mechanization and poor selection of enterprises.

The educational level of low-income farm families is much lower than the average for all adult farm people. This is not necessarily because of lack of ability but because of lack of opportunity to obtain more education. As a general rule, in an area of low income farmers there are also poor schools, roads, etc. Thus lack of income often prevents the youth from obtaining enough education to get good off-farm jobs.

Low-income farm families are not active participants in community and civic affairs. They do not take part in planning extension programs. In many instances programs are planned by and for the upper income farmers.

Teaching Methods

In low-income, subsistence agriculture, the farm and the home cannot be dealt with as separate units. There is a need for assisting the family to make plans for the farm along with plans for family living.

An appraisal of extension methods, in view of the characteristics of low-income families, clearly indicates that to teach management the extension workers must use the personal contact approach. In a number of communities, particularly with kinship groups, the small group approach may be used. Even this must be preceded by personal contact to gain the confidence of the families.

One agent in Kentucky spends a half day on the farm and in the home of each family he enrolls in Farm and Home Development. Time consuming? Yes, but this visit enables him to get a better understanding of the family and their resources, and be a more effective teacher of small groups. In addition he gains the confidence of the family and inspires them to want to do better.

The Farm and Home Development approach with small community groups of families with similar problems, followed by farm and home visits, has proved to be the most successful method of teaching management to low-income families. The importance of on-the-farm planning has been demonstrated numerous times.

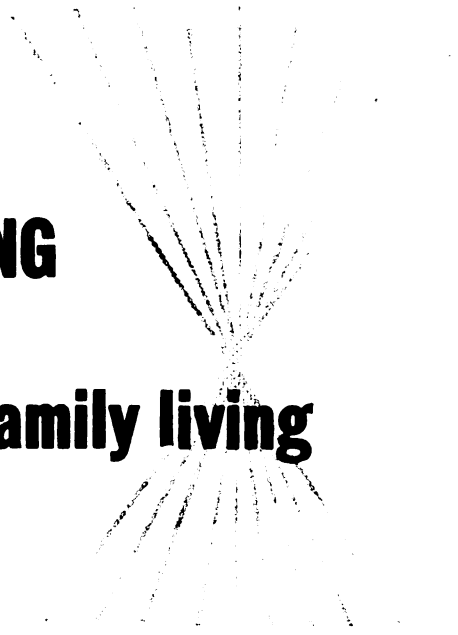
Age Distinctions

Too often we think of management principles and cannot see a ray of hope for low-income families. But we must keep in mind two distinct groups of these families. The older families are going to remain on that farm, for there is seldom any other alternative. We must motivate them to do better, before we can teach management.

Our appeal must be to their primary interests of health and security. After a careful appraisal of the resources with the family, we must get them to see their opportunities and create a desire to bridge the gap from where they are to where they could be. Among older families,

(See Open the Door, page 68)

PLANNING leads to better family living



by KATHERINE SIMPSON, *Farm and Home Planning Specialist, Mississippi*

FIND a way to encourage and assist farm families to a better and richer family life. This has long been a challenge to extension workers. Today, due to the numerous changes confronting agriculture and family living, an even greater effort must be exerted.

By taking an intensive look at each individual family's available resources, problems, and needs, many situations have been and are being improved. So we increasingly use the Farm and Home Planning approach.

Every farm family is constantly faced with problems relative to their farm and home. Solutions are not easily found. This may be partly due to their different or limited amounts of resources, interests, and abilities.

Farm and Home Planning gives a family an opportunity to face up to their situation—and at the same time supplies up-to-date information and ideas pertinent to their particular problems. Under these conditions, a family is provided with alternatives and is in a better position to make decisions.

One secret to the success of how well family decisions are made is how well family members plan together. When the entire family sits down with the extension agent and discusses their farm and home activities and goals for the future, then the family has started on the way to sound farm and home planning.

As a result of this procedure, agents are better prepared to supply the family with necessary information. And agents often find themselves in the position of both teaching and guiding.

Perhaps the hardest obstacle to overcome in working individually with families is getting them to want to improve their present condition.

Moving with the Family

Velma Thompson, associate home demonstration agent of Covington County, says that patience and understanding on the part of the extension worker is the key to unlocking this condition. She points out that until a family has confidence in and realizes that the extension worker has a direct and sincere interest, any change for progress or improvement is slow.

"Not until we talk of their problems and interests can we gain the necessary confidence," Miss Thompson says. "As I look back, one of my worst mistakes was trying to get people to move at a faster pace than they were ready to move."

This points up a factor that extension agents must be cognizant of—through this method of approach, in helping to recognize and find a solution to their problems, it must be the family's desire when any improvements are made. Not until the family is ready to move is it wise to encourage change in any farm or home activities. Through counseling with family members, we have observed improved land use, increased crop yields, better meals, and more appropriately dressed individuals. And it has been especially rewarding to note the change in personal appearance and development of family members.

Christine Brand, associate home demonstration agent of Neshoba County, relates the following from experiences in working with families. "Agents sometimes feel that too much time is spent teaching practices rather than doing actual planning. However, through this channel we have been able to build confidence and get planning started. Progress is often slow in a material way. One who does not know where a family started sometimes cannot see the progress that has been made.

"In many cases, the change has been in attitudes and interests. For example, we worked with a family that was timid and reluctant to talk. The father and boys would leave for the barn when the associate agent made a visit. Now these same members come in to visit and fully discuss their farm and home operations. And the whole family is active is the church as well as the Rural Community Development Club, which previously they only attended occasionally."

Slow, Sure Progress

Another instance of progress for better family living is found in this account from an agent. "This family, consisting of the parents and four children ages 3 months to 11 years, depended on a 36½ acre farm for a living. They had a five-room shotgun house in need of repair. There were no cows to furnish milk, but a gallon jug of artificially flavored orange drink was usually on the table.

"Any work with this family seemed an uphill Job. The agents made

(See Family Living, page 68)

YOUNG ADULTS

(Continued from page 59)

in 1958 covered home decorating and will include simplified sewing this year.

We think that these schools have been the major factor in increasing the number of young women in home economics extension clubs. Our records at the end of 1958 showed that the number of members under 35 increased from 9 to 14 percent. This was the first contact with Extension for almost half the students.

Home visits and help with followup projects were requested by many of the school graduates. And of great importance is the fact that many are now working with extension as family groups, some in the Balanced Farming program.

Encouraging Young Couples

To give further impetus along these lines, we are organizing our third phase for working with young adults—young couples schools.

This is a new program. We used it in four pilot counties in 1958. Each county group planned its own study program but farm management keynoted most. These were successful to the point that the programs are being started in 58 counties in 1959.

Plans were formulated at a series of district conferences for agents and young adult leaders last fall. Then we held agent training meetings to help county personnel prepare for the schools where they will serve as discussion and workshop leaders.

An outline of training includes: study of farm business summaries and analysis of several Missouri farms, with emphasis on factors which determine net income; organization of the farm business; use of credit; leasing agreements and how to improve them; recordkeeping and budgeting. Specialist help consists of providing agents with a teaching outline, teaching materials, subject matter, and visuals.

Overall purpose is to teach basic principles of farm management. A secondary objective, of course, is to try and get these young adult families to follow up with more intensive work as regular cooperators in the Balanced Farming program.

Each of these three programs is carried out locally by the agents in their respective counties. This we believe is the main reason for their success.

BOX OF TOOLS

(Continued from page 52)

food and clothing plans, and educational planning.

The important point is that a management education program is centered around teaching use of analytical tools. This is perhaps done best by use of the individual family's problems, but it is by no means the only way. Just as important as the conclusion reached is family understanding of the analysis technique. If this is accomplished, they will be able to analyze similar problems in the future.

Evaluation

"Are the families I have worked with well equipped to handle all the necessary management decisions in the future?" This self-addressed question is the best evaluation an extension worker can make of his management education attempts. If the question can be answered affirmatively, then the effort has been directed correctly.

When asked how he could tell if his Farm and Home Development cooperators were becoming better equipped as managers, one of Wisconsin's most successful extension agents answered this way. "Families starting on the program ask for recommendations on the course of action they should follow and seldom ask questions regarding alternatives. After a year or two of intensive work, these same families raise many questions about any course of action and seldom ask what they should do."

These families have achieved marked increases in family income and levels of living. They have been successfully taught the importance of being inquisitive and considering alternatives. They realize that the family must accept the consequence of decisions reached and therefore are girding themselves with as much management skill as possible. This is the true mark of accomplishment in management education.

YOUNG FAMILIES

(Continued from page 58)

fact that wise use of credit begins with wise expenditures and the knowledge of how to use credit intelligently. The families especially wanted help in consumer choice-making.

A majority of the young couples were sincerely interested in learning to better understand their problems. They wanted an opportunity to further their training in those areas which we have come to call interfarm-household relationships and management.

Sources of Education

Isn't this training a part of parental or school responsibility? It might be. On the other hand, few parents or schools can be expected to provide a future homemaker (boy or girl) with all the understanding and skills that he or she might need or effectively command. Further educational opportunities may be necessary.

This need becomes acute when the young couple find themselves in a home of their own faced with problems which must be solved independently of parents or classrooms. Then they will more likely identify problems, recognize reasonable goals, and need help in making choices.

This appeared to be the point of need reached by most of the young families in these studies. Their preparation for future responsibilities is clearly a problem about which most of us as educators must be realistic. This means recognizing need for increased emphasis on education for homemaking, family living, and improved management at the adult level.

These studies indicate that families need help in clarifying their values in relation to family needs and goals. It would appear that families also need help in reaching independent decisions.

If education is to be helpful, we must be sensitive to the total complex of today's living and teach in terms of realities. Extension's work can become increasingly significant to all who work for better family living through the mastery of improved managerial skills.

putting GLITTER in the Golden Years

by ROBERT S. SMITH, *Professor of Farm Management, New York*

FARM families now approaching retirement are the first generation to have "grown up" with Extension. Many of them learned to look to Extension for guidance and counsel as young farmers, and have been extension cooperators all their farming life times. As they near retirement, they face many new problems and will naturally turn to Extension for help.

Farm and Home Development and management problems have tended to emphasize work with young farm families. But emphasis is also needed on management work with other age groups—particularly farm families over 55.

Sizable Group

A plea for the importance of extension assistance with older farm families could be based on sheer numbers. Census figures show that about one-sixth of our farmers are already 65 or over, and that about 37 percent have passed the 55-year milestone. A study of commercial dairy farms in northern New York State found 25 percent of the operators 60 or over, 46 percent 50 or over.

An educational program with older farmers should start with the knowledge that they make up a large proportion of the total. It must further recognize that this age group has special characteristics. Older farmers have less formal education than younger farmers; they have smaller farms and accomplish less work per man. They make less profit from their farm operations, but it is safe to assume that they have less debt than do younger farmers.

Special Problems

Many management problems of farm families stem from the particular phase of the family life cycle they happen to be in. Farm families approaching retirement have their share of special management decisions related to their particular age.

Although their families are grown, consideration for the children strongly influences most management decisions of older farm couples. Two-generation farm operating and transfer arrangements pose management problems with which Extension can lend assistance.

The process of building a sound profit-sharing arrangement between the established farmer and the younger generation while gradually transferring ownership calls for sound decision making. When a 60-year-old father is farming with a 30-year-old son, the economic and social relationships between the two families are at a critical stage. The older generation must take the initiative in paving the way for shifting management responsibility and farm ownership to the younger generation.

Usually the family is without experience in dealing with this problem. More and more, they will look to Extension for competent, unbiased counsel.

Estate-planning is another problem which is more acute and real for farmers facing retirement. And again, as with family ownership and transfer problems, consideration for the younger generation is a dominant influence. Extension has a definite responsibility to teach the need for estate planning, and to provide information which will give a sound basis for family decision-making on this problem.

Changing Ideas

In the past, planning for retirement has been more of an idea than an actuality for the majority of farm families. Studies in Kansas, Wisconsin, and New York have shown that farmers have given little thought to retirement.

The introduction of Social Security to farm family financial planning brought changes in farmers' thoughts about retirement. Social Security provides a base upon which farmers' retirement plans can be constructed. Extension should recognize this new outlook toward farm retirement and help couples study alternative ways of financial planning for later years.

As commercial farm businesses have become larger, in terms of dollar investment, and more intensified, it has become more and more difficult for farmers to "retire on the farm." In order to safeguard his investment, a farmer must move forward with the times.

This situation has placed the older farmer in a difficult position. It poses management decisions he has not faced before—decisions which will strongly affect his financial security in old age. Should a man of 55 or 60 expand his operation to keep up? If he does, it means more responsibility and physical work, which at his age is hard to accept. If he doesn't, he falls behind and his business becomes less profitable and less salable 5 or 10 years hence.

Most of the special management problems of older farmers center around farm business and family financial planning. Extension management programs can make contributions in both areas.

Extension programs in the area of

(See Golden Years, page 70)

Putting Traction in Our Teaching

by CLAY CUNDIFF, *Better Farming and Better Living Agent, and* PATRICIA MAULLER, *Home Demonstration Agent, Elkhart County, Ind.*

Editor's Note: Better Farming and Better Living is Indiana's name for Farm and Home Development. The work started in Elkhart County in the fall of 1955 and 198 families are now participating. Agents Mauller and Cundiff have a waiting list because their results have been excellent. Besides numerous tangible and intangible results, the actual net worth of the families with whom they work increased an average of $2,813 in 1958.

UNLESS sound management principles are taught, accepted, and used, Extension will spin its wheels with little result. Extension can spoon-feed families for years but the acceptance rate will be low unless families understand the steps of problem-solving.

We teach the basic concept of management, as it applies to any problem, in the Better Farming and Better Living phase of our work. This is done cooperatively by the authors in three all-day group meetings with approximately 20 to 25 families.

Subject Matter for Groups

Family goals—Stimulate family thinking about selection of goals.

Opportunities and requirements of farming—Teach basic economic principles as they affect agriculture.

Steps of management—Help the family understand the steps of the management process.

Crops—Factors considered in planning an effective cropping system; function of various crops within the system; comparison of various crops and crop rotations; importance of soil testing.

Livestock—Characteristics of various classes; the ratio of feed, labor, and capital reqirements and the returns for various classes.

Farm family business—Steps to financial management and good business practices concerning investments and transfer of property.

Tools for farm planning—Explain worksheets and budget forms.

Tools for management of time—Stimulate interest in methods to eliminate wasted time and motion and introduce ways to incorporate these in the family plans.

Farm and home visit—A half-day visit to the farm and home of one of the group. The farm business operation is used as an example to teach budgeting procedure to the families. Home and family living problems are studied by the women. During the afternoon the families divide into groups to budget plans of operation for the farm visited.

Individual Contacts

Application of the actual management process to each farm and family is accomplished through individual contacts.

First the Better Farming—Better Living Agent schedules a full-day visit with each family. He counsels with them in the use of the planning guide to determine family goals and their priority. The agent assists the family in budgeting the present farm operation and various alternatives. This gives the family various courses of action that may be used to help reach their goals.

Two or three weeks after the alternatives have been determined, the agents return to help complete the planning guide. Courses of action are determined by the family and the steps required to implement the plan are listed in detail.

As the family begins to put their plan into action, they may call on the extension agents for technical assistance in its implementation, or for additional counsel.

One year later the agents visit the family to go over the planning guide. We check actual detailed accomplishments of the family and calculate their economic progress in terms of net worth. Another planning guide determines family goals and project plans for another year.

Helping One Couple

We worked, for instance, with a young couple named Joe and Helen, who were faced with a difficult family problem. Joe was in partnership with his Dad on a 160-acre farm. There were eight older brothers and sisters who objected to some of Joe's ideas.

It appeared that the best thing would be for Joe and Helen to find another farm. They decided to rent one owned by a local businessman and his wife.

We encouraged the owners to come to BF and BL meetings with Joe and Helen. As a follow-up, we met with the four for a look at their own farm and home planning problems. It was a happy meeting—tremendous progress resulted in only one year.

On the farm side, both landlord and tenant understood problems involved and realized that more volume was needed to get satisfactory income for both families.

Complete tests were made on 220 acres and fertilizer and lime applied according to needs. Field arrangements were changed and new rotations established. A brooder house has been remodeled to provide for 12 brood sows and an old hog house remodeled for 200 fattening and growing pigs.

A large horse barn has been remodeled for loose dairy housing and calf stalls. A bulk tank and pipeline milker were installed and a concrete lot has been built, allowing outside watering and hay feeding of the 38-cow dairy herd. A large upright silo has been built with an automatic feeding bunk.

On the home side, the two families decided the farm should pay some debts before the house is remodeled. The lawn has been renovated and flowers seeded.

Extension agents do less individual counseling after the families under-

(See Traction in Teaching, page 70)

Management for Part-Time Farmers

by E. H. HARTMANS, *Farm Management Specialist, Minnesota*

TODAY'S part-time farmers include an ever-growing number of families which (a) are in transition from part-time to full-time commercial farming, (b) use part-time farming as a step to full time employment in industry, and (c) combine part-time farming with outside work or Social Security benefits on a more permanent basis.

Although income opportunities for part-time farmers vary from one area to another, some conditions and management principles apply throughout the country. The extension worker should be aware of these.

Labor Supply and Use

A person with a steady outside job will usually work 40 hours per week and quite often has to travel another 5-10 hours to and from his work. This totals 2,000-2,500 hours per year. So he has seldom more than a few hours per day available for farm work and no more than 1,000 hours per year. As a result, the quality and efficiency of farm activities that have short peak labor requirements are apt to be low.

On the other hand, farmers with seasonal nonfarm jobs may have a plentiful labor supply during some months and very little during others. This may allow the selection of crops and livestock with high seasonal labor requirements.

Because of the priority rating of the nonfarm job, efficiency levels in crop and livestock production of the part-time farmer are generally lower than those of full-time farmers. This is particularly true for enterprises that require an eye for details, such as a dairy herd.

Studies in Ohio, Minnesota, and other States found that many part-time farmers are actually subsidizing the farm business with income from the outside job. Principal reasons for this are improper selection of crops and livestock and low efficiency levels.

Because of the limited labor supply, the size of the total farm business has to be relatively small. Yet present costs in agriculture, with heavy fixed overhead cost, require a certain volume of business to put the farm in the profitable range. Some enterprises need such a large volume of business to be profitable that little labor is left for outside employment.

The above considerations lead to some important management guides.

- Because of limited available labor, the part-time farmer should select enterprises that can be operated efficiently on a small scale.
- He should generally select those enterprises that will give the highest net return per hour of labor rather than per acre of land.
- He should keep his overhead costs down to a minimum, particularly machinery costs.
- He should fit enterprises to available labor.

In order to help apply these management guides to an individual farm, the extension worker needs local input-output data about crops and livestock. Many States already have such background data; others may need to develop it.

Certain enterprises have a definite advantage for the part-time farmer. He usually conforms, however, to the dominant type of farming in his particular area. Yet, the type and amount of labor supply and degree of management available require a special type of farm organization and operation for the part-time farmer.

Advantages—Disadvantages

Although primary emphasis here is on the cash returns, for many, part-time farming is a means of gaining personal and family satisfactions. Such values can hardly be expressed in terms of money.

Depending on the previous background of an individual and his family, they may or may not be affected by certain advantages of living on a part-time farm.

A family will have to weigh security of housing and family living in the event of job layoff against relatively low cash returns to labor and capital inputs of the family operating a part-time farm to supplement off-farm wages.

Part-time farming lends occupational variety and change, both daily and seasonal, to the business of earning the family's living. On the other hand, chore routine is monotonous and requires long hours of work while holding down an off-farm job, too.

The quiet and peacefulness of country living contrasts to the noise, hustle and bustle of the industrial city. There is time and opportunity for outdoor recreation, meditation, mental and physical vigor for the parents and their growing children. But, lack of ready access to public services, entertainment, and varied social life confronts rural families.

Real value of rural property appreciates over time. Probable gain in the family's net worth also results from time and effort put into improvement. Less mobility, plus difficulty of finding ready sale for real property without financial sacrifice, may be drawbacks.

The part-time farm's contribution to the family's real income position (in dollars, savings opportunity, better living) must be weighed against time and money costs of travel to and from the off-farm job, school, or church.

It appears that part-time farming, where any real volume of farming is involved, should be given a careful analysis. Disadvantages will often outweigh advantages for many families. In many instances rural residency may be more advantageous.

FAMILY LIVING

(Continued from page 63)

repeated visits—encouraging them to analyze their situation and see what possibilities existed. Each visit increased the confidence of the family in the agents and after many months a gradual change was evident.

"A cow was bought to provide milk for the children. The windows were screened. The pride and joy of the homemaker were new living room curtains she had made. They bought 30 acres of land, leased additional acres, fenced a pasture for the cow, and began following recommended practices in farming."

Improvements like these keep agents encouraged, but at the same time remind us that progress is slow.

Value of Visits

Failure of the agents to get into the homes and on the farms as often as needed sometimes presents a problem. In order to avoid this, schedules are made for their visits. The number of daily visits an agent is able to make depends on the type of assistance a family needs. By careful planning, many are able to see from three to four families each day.

When possible, the associate farm and home agents visit together. On other occasions, depending on the work underway, it may be necessary to travel alone.

There is no substitute for this farm and home visit. It is here that both the agent and the family become better acquainted and share their problems and possibilities for solution.

Mrs. Barbara McMillan, associate home demonstration agent in Walthall County, says, "Through home visits the agent has a closer contact and relationship than any other means of communication. All family planning has been done through home visits."

Another method this same agent used to reach families was check sheets. By asking farm families to check their interests, wants, or needs, she was able to keep up-to-date on family thinking, interests, and activties. Oftentimes these sheets were used as an entree to the farm and home visit. They serve as the source of reaching the family's main interests.

As a result of the close contact with family members, Mrs. McMillan reports, "Women taking part in Farm and Home Planning are exerting favorable influences on their neighbors. One new home demonstration club has been organized in a community never before interested. A Farm and Home Planning homemaker served as the first president, and now is active in all county-wide council activities."

To be most effective, Farm and Home Planning must be integrated into the general extension State and county activities. It cannot be set aside as a separate approach. It is a method of working with people's problems, and as people understand, they cooperate. Through this cooperation, better family living results.

TAILORED FOR NEEDS

(Continued from page 61)

Individual approach: We have used contacts made through office and telephone calls or on farm visits to explore thoroughly the reasons behind the initial question. This has proved to be an excellent method of teaching better management. The question asked is often simple, such as those about spider mites on trees or vines. We try to determine the facts behind such questions and often discover that management problems, seemingly unrelated to the initial question, are at the root of the problem.

This leads us to the next approach, that of more complete farm analysis and planning. This has taken two forms in Napa County. The first is individual assistance in analyzing the entire farm to improve management methods. In cases where several enterprises are involved, help is given in the choice and selection of those best suited to the unit.

The second is small neighborhood meetings of farmers who have common interests and problems. In these meetings, management methods of different operators are compared, and then checked against those of successful operators in other areas of the county or State.

Management teaching must be included in all phases of our extension program. It isn't a subject to be taught alone. Each staff member must have sufficient training in the management field to include it in all phases of his work.

Skills and resources are only a means to an end. Success always depends on good management.

OPEN THE DOOR

(Continued from page 62)

Social Security offers motivation for increasing income through applying improved practices that will lead to greater financial security.

Younger low-income families should be made to clearly see their limited opportunities, to farm, as well as the alternatives available. The welfare of their children can easily be used as a motivating tool. Once a decision is reached by the family, Extension should refer them to other agencies that can be of assistance.

Teaching Pointers

In teaching management, whether by individual farm visits or in small community groups, there are a few points extension workers should keep in mind.

- Avoid using professional lingo. Principles should be stated in simple understandable terms, with examples applicable to the particular farm.
- Avoid generalities—be specific to the particular enterprises on the farm. Relate principles to what the family has and wants.
- Help the older family to make better use of what they have. This is more profitable than trying to get them to acquire additional resources.
- Locate and work with leaders of low-income groups. This often helps to open the doors to other families.

Since 1940 we have witnessed great economic growth in this country. Our gross national product has increased nearly threefold; farm income more than tripled. The number of low income farm families has decreased by almost a million. Yet poverty conditions still exist among almost one-third of our farm people. Who is in a better position to be of assistance to these low-income people than Extension?

Measuring Progress in Management

by MURRAY A. STRAUS,
Rural Sociologist,
Wisconsin

ATTEMPTS to measure farm and home management programs—or for that matter any program of planned change—in the United States are faced with difficulties.

These arise primarily from two facts. The first is that such programs occur in a society already undergoing rapid changes. The second major difficulty comes from our commitment to use democratic and voluntary methods. By looking at some ways of setting up evaluation studies, we can see how these two facts get in the way.

Comparing Participants

One method of checking a management program is to compare those who are in it with a group which is not. An agent working with a farm management specialist could develop a questionnaire or test which is suited to local conditions and can be objectively scored.

Such a test should probably include questions to find out such things as whether the family: (1) recognizes the fact that good management makes a difference; (2) sees what their own management problems are; (3) has available and makes use of decision-making tools such as records, budgets, and plans; (4) makes use of information sources (books, bulletins, Soil Conservation Service, Extension) to arrive at decisions; (5) considers several alternatives before making major decisions; and (6) is willing to take moderate risks in order to carry out needed managerial actions.

But in comparing progress of participants and non-participants, we come up against a problem. We know that those who work with Extension tend to be somewhat above the average of farmers in their area. This is especially likely to be true in the case of programs emphasizing management.

For example, a recent study in North Carolina, Washington, and Wisconsin found that Farm and Home Development participators differed from other farm families in education and occupational experience, tenure and financial status, communication and information seeking behavior, and attitudes and values.

These differences all point to the same conclusion: The self-selection process results in a group which is above average in managerial ability before the program even starts. If we had made this comparison after the program started, we would have incorrectly concluded that the difference was due to participating in the program!

Before and After Methods

Next is the evaluation which an agent might do by asking everyone in his program to fill out a management questionnaire before starting the program. Then a year or two later he could ask them to fill out the same questionnaire. By comparing the scores and answers after participation in the program with those before, he can estimate the amount of improvement in management ability.

But this kind of evaluation study also has a snare. It can tell us if participating families have improved one aspect of their decision making skill. But it cannot tell us if the improvement is due to the effects of the program.

The level of management ability is generally rising in American agriculture. So all or part of the progress might simply be a reflection of this general trend. This is especially likely when (as is usually the case) the program enrolls the people who are likely to have higher than average education and larger than average farms.

The above study methods are very common. But we should recognize their limitations and when possible use evaluation which lets the participators be systematically compared over time with a nonparticipator group. This strategy in effect combines the two previous methods.

This kind of study represents a great improvement over the one dimensional type of study. Using this method, it is possible to tell not only if the participators have made progress in management, or whether the participators have a higher level of management ability, but whether the amount of increase in management ability made by the participators is importantly greater than that made by the nonparticipators.

Other Variables

There are still some loose ends which need to be tied down before we can really credit improvements in management to the program. A few paragraphs back we noted that participators in voluntary programs of this type differ from the average of farmers in their counties in ways that are related to the success of the program.

This means that an accurate estimate of the effects of a management program requires not only a control group type of study, but also that the control group be matched at the start of the program in respect to such characteristics as education and size of farm, which are likely to influence the effectiveness of the program.

Good Tools

Each of these three general ways of evaluation studies has limitations—some more severe than others. Even the first two kinds of studies can be valuable tools for a management program. They can supply important information about the level of management skills of the groups we are working with, and about the amount of progress which the participators have made.

But if one of the objectives of evaluation study is to find out just what progress in management is due to the program, then only a research strategy like the "matched control group before-after experiment" can do the job.

SATISFACTION

(Continued from page 60)

resources is often necessary. For example, renting of farm land may be better than over-extension of debt to buy more land.

Many families have the peculiar problem of conflict between production expenses and family consumption expenses. If funds are limited, the purchase of a bulk milk tank and pipeline milkers as a means of improving future income may have to compete with the immediate purchase of a new auto.

Other families are confronted with the problem of the mother taking a job or else giving up new living room furniture or some other thing the family desires.

Older youth in families are faced with the choice of a career. They must examine several vocations to compare such things as potential earnings, qualification requirements, and time and money required to adequately prepare for successful work in each field. They have to choose between going and not going to college. If college is elected, they must choose which college to attend and which course of study to pursue. Such decisions need to be made systematically, using all available information, recognizing all alternatives and weighing each carefully.

Families face a myriad of other decisions related to production and consumption. These decisions lie at many different levels of importance and vary widely in significance.

Certain ones affect matters of great concern and enduring consequences; others deal with minor matters of temporary importance. For example, a decision about whether to enlarge the business can have a large and lasting effect. A wrong decision here may never be overcome. But the effects of a decision about what to do tomorrow, right or wrong, may soon pass. All are problems about which decisions must be made. The enduring and lasting decisions require great management skill. Attention to management development as day-to-day problems are attacked can improve that skill.

Management needs are growing and becoming more unique. Management requires thought and judgment and the process has not been mechanized. It is a continuous process involving every family member. Good management can contribute to family success. With all members contributing to decision making, a family can develop a unity of purpose and a management plan for achieving mutually satisfying goals.

A CHALLENGE

(Continued from page 57)

agreements, and planning for future education. Every county has found intense interest and need for an active program on career exploration.

As a result of the program, several father and son agreements have been written. Many have been helped to make decisions about careers, especially on whether to farm or not to farm.

One county reported five boys buying farms. Another county developed a comprehensive program on money management in which parents as well as youth became interested.

All the counties have recognized the challenge and potential in applying the farm and home management program to older farm youth. Statewide, the program is still in an exploratory stage. As more facts are gathered, more light begins to show.

Problems are numerous but progress has been gratifying. The goals are clear and to reach them will mean real service to farm families.

GOLDEN YEARS

(Continued from page 65)

farm family financial planning have been especially productive and rewarding in some States. County extension agents are working with groups of families on such topics as wills, estate planning, Social Security, retirement, insurance, transferring farm ownership, legal problems, partnership arrangements, family corporations, tax management, and savings and investments for farmers. Most of these topics have particular application to older farmers.

Extension can have more effective programs in this field with intensified agent and specialist training, more and better publications on these topics, and close working relationships with the legal profession and Social Security personnel.

YOUTH WANTS

(Continued from page 56)

sonnel or facilities for career counseling. Such a project, however, would aid a youngster to think through what he wanted in life and would suggest sources of more detailed information.

Four southern States are now in the process of developing project outlines for the four areas. Following this, each project will be pretested in at least one State. The Federal Extension Service will develop an evaluation procedure to use in pretesting.

Through these and other such activities, Extension is making a real start toward the vital job of teaching youth how to equip themselves to meet management needs. Success will depend on our ability to make some shifts in our traditional teaching methods with youth. The need is great. I feel sure we can meet it.

TRACTION IN TEACHING

(Continued from page 66)

stand the management process and are able to determine their own goals, analyze their resources, and make sound decisions. Instead, families can be encouraged to seek current technical information through regularly planned extension activities.

These activities include schools, home demonstration meetings, demonstrations, and tours. However, they are useful only if they have been planned by project and advisory committees and are based on problems common to county families.

Not only does Extension provide information to these families, but uses them as a medium for teaching others. Many family activities serve as result demonstrations for teaching the general public. Such demonstrations are usually enterprises used to implement a management plan. Some examples are kitchen arrangement, beef and dairy feeding set-ups, bunker silos, and farmstead arrangement.

The farm and home approach is one of the best opportunities that Extension has in accomplishing effective management teaching with specific results. It gives us the opportunity to be educators in farm and family living rather than dispensers of information on specific problems.

DECISIONS UNLIMITED

(Continued from page 51)

duce the combination of profit and non-profit goods (such as leisure) which it desires.

This close relationship is particularly real in farming since the farm and home lie close together physically, and resources for production and consumption frequently come from a common pool.

Extension's Responsibility

What is Extension's responsibility in this educational area?

Management textbooks say that the capacity to manage is the most fixed of all resources. Extension people as educators find this idea difficult to accept. While we admit that people have a limit on their ability to learn, there is much evidence to indicate that most people can be taught, in some degree, a systematic method and body of principles to guide decision making.

The responsibility of Extension is not to solve people's management problems for them or to determine their ends but to teach the information required for better management and how to apply it to problems. *The objectives of management education are to teach people the process, principles, and subject matter that they need in order to become more capable of coping with their environment, and using their resources in line with the things they want.*

There is evidence to indicate that with such education individuals do attain more of their personal ends. At the same time, society reaps the benefits that arise from more efficient production, marketing, and consumption. Society also receives the intangible but important advantages that result from the improved competence of individuals.

Major Challenge

Recognizing the increasing need for management in the years ahead, the authors of the Scope Report listed management in the farm and home as an important area of program emphasis. In this regard, the Scope Report reads:

"This premium on management ability is becoming even more obvious as agriculture grows more complex, specialized, and interdependent with other economic sectors. It is further emphasized by the fact that on our farms, the challenges associated with the efficient management of the farm and home are inseparable. . . .

"Herein lies a major educational challenge to the Extension Service. That is to provide those education experiences for farm families which will enable them better to:

- Appraise their resources.
- Identify problems to be overcome.
- Analyze different ways to meet these problems.
- Weigh alternatives in terms of possible results.
- Understand the technological, credit, and other aids they may use.
- Choose and follow the most promising courses of action. Through these experiences, farm families are able to derive incomes and greater satisfactions from their opportunities."

The Teaching Job

While this program area emphasizes teaching management per se, it is highly related to work in other program areas. Teaching the management process and its application is a major concern of the entire Extension Service.

The management process and the principles of management form the framework for educational work in all fields where effective use of resources is involved. This body of management information will be frequently taught around problems so that subject matter in other program areas will be taught at the same time. On the other hand, technology of the farm and home can be taught in the management framework directly contributing to management education.

Teamwork—A Must

The accomplishment of this educational job calls for close teamwork among all extension workers. The achievement of this teamwork becomes progressively more critical as we in Extension are drawn toward more and more specialization. Through teamwork, specialized information can be associated and made problem-solving. Families are always striving to develop better farms and homes. For maximum effectiveness all extension workers must relate their work to this same end.

Meeting the Need

The challenge to us as extension workers is to become proficient in this educational area and to incorporate it further into the extension program. Agent reports indicate progress in this area in recent years but more emphasis seems warranted than the 7 percent of all agents' time reported on management work in 1957.

It is highly important that Extension emulate the wise old owl. Through our planning groups we must carefully think through the present place of management education in a modern educational program and develop a program consistent with it.

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 1263 **Breeds of Swine**—*Reprint*

F 1727 **Selecting Hens for Egg Production**—*Reprint*

F 2003 **Legume Inoculation—What It Is, What It Does**—*Revision 1959*

F 2120 **Rice Diseases**—*Replaces F 1854*

F 2126 **The Farm Beef Herd**—*Replaces F 1592*

F 2128 **Hose Pump for Applying Fertilizer Solutions**—*Replaces F 2096*

F 2132 **Improving Your Dairy Herd**—*Replaces F 1974*

L 154 **Production of Parsnips**—*Reprint*

L 359 **Kieffer Pears for Home Use**—*Slight Revision 1959*

L 364 **Chinch Bugs—How to Control Them** *Revision 1958*

L 441 **Cattle Warts**—*Replaces L 75*

The following is discontinued but county offices may use any copies they have on hand. The title should be removed from the inventory list as USDA supply is exhausted.

F 1017 **Cattle Scab and Methods of Control and Eradication**—*Discontinued*

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SOME MANAGEMENT NEEDS and HOW TO MEET THEM

Youth have to make management decisions of basic importance to them and their families. Perhaps the most important is the choice of a career, or how to manage native abilities and talents to produce maximum satisfactions throughout life.

It is both logical and proper to include youth in farm and home management programs. By studying the facts, many youth have been helped to make decisions about careers, especially on whether to farm or not to farm.

In the early years of marriage, there is greater need for understanding of management than at any other stage in the family life cycle. Young married couples are faced with problems connected with money management, time and energy management, farm and home relationships, and relating values to family needs and goals.

Young men and women in the farming business say they need more help on business analysis, marketing, recordkeeping, and home management. These needs are being met through Farm and Home Development, homemaker schools, young couples schools, and other activities geared to the interests of young adults.

Established farm families face a whole myriad of decisions. With all members contributing to decision making, a family can develop a unity of purpose for achieving mutually satisfying goals.

In teaching management to established farm families, we have to consider the various types of operators. Management teaching must be tailored to fit the needs of diverse groups and should be included in all phases of the extension program.

In teaching management to low-income farmers, we must keep in mind two distinct groups. Health and security are the primary interests of older families. Younger families should clearly see their limited farming opportunities, as well as available alternatives.

Patience and understanding are the keys to motivating low-income families. Farm and home visits increase the family's confidence in the agent and they gradually develop favorable attitudes and new interests.

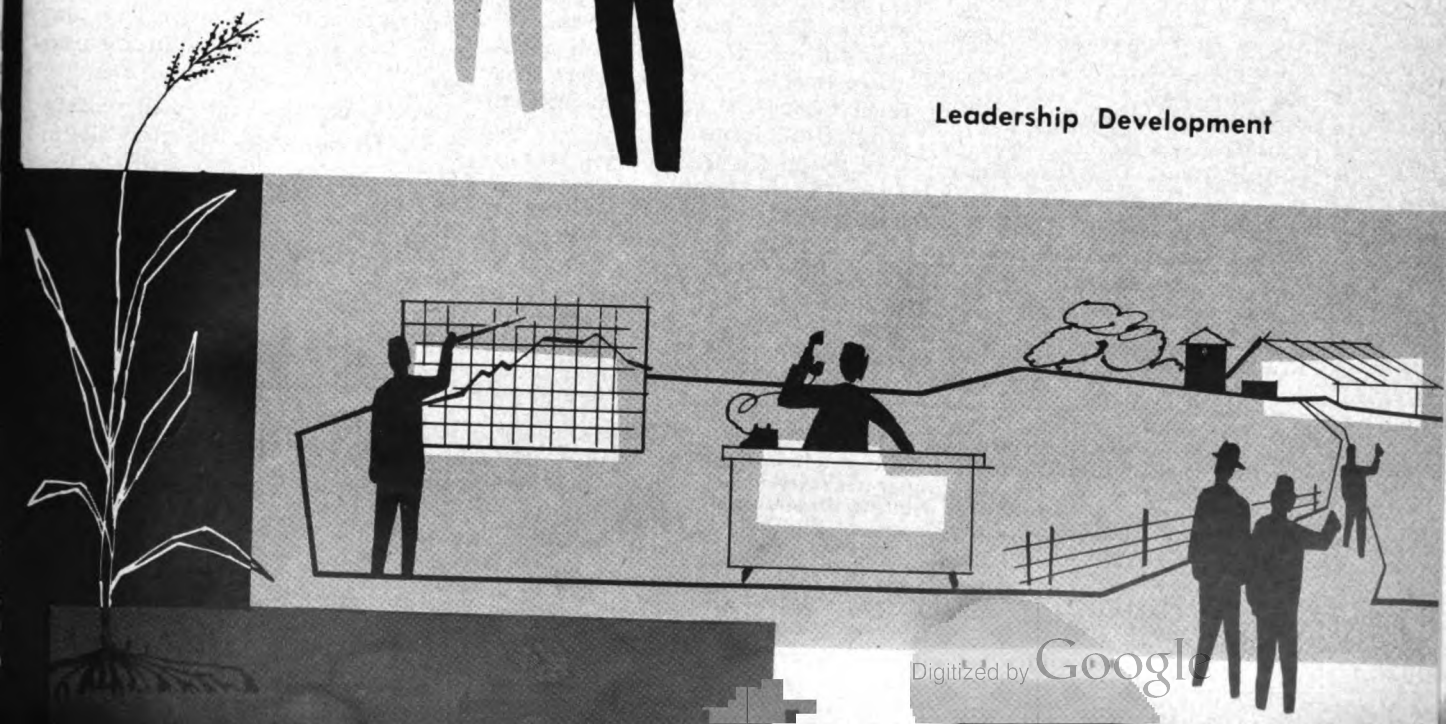
Farm families approaching retirement have their share of management decisions related to their age group—transfer of ownership, planning for retirement, estate planning. Although their families are grown, consideration for their children strongly influences most of these decisions.

Individual contact is the teaching method most likely to succeed with families nearing retirement. Extension workers can help these families evaluate their situations in light of needs and goals.

EXTENSION SERVICE Review

APRIL 1959

Leadership Development



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. 30 **April 1959** **No. 4**

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 art of being a leader is the art of developing people. At its highest peak, leadership consists in getting people to work when they are under no obligation to do so."

The above is about the simplest definition of leadership among the many I've read since planning started on this special issue. We've all heard the remark, and probably made it ourselves, that leadership is intangible and hard to grasp. Perhaps some of the following articles will help you get a better hold of this subject.

You'll read about many kinds of leaders in this issue. And all of us can think of other kinds. Leaders can be found all around us—anywhere we look.

Take sports, for example. Every winning team has a "take-charge" guy—the one who inspires his teammates to that little extra effort that often means the difference between winning and losing.

Or watch the neighborhood kids at play. There's always one who stands out as the leader—who says what game is to be played and sometimes even makes up the rules. The other kids go along with his decisions because they unconsciously recognize leadership.

You have probably seen the above types reflected among the leaders in your county. Many effective volunteer leaders, for example, may have leadership traits similar to those of the "take-charge" guy on the ball field.

Volunteer leaders are one of the two dimensions in extension leadership reported by the Scope subcommittee for this area. The other is the leadership role of the extension worker.

Education for leadership, the subcommittee says, is vital if Extension is to meet its full responsibilities. And as Director Svinth of Washington points out in the opening article of this issue, "Implementation of the Scope Report offers the ultimate acid test of extension leadership. It may also be the ultimate test of the usefulness of extension work in this new era."

Next month's issue will feature Youth Development. Director Sutton of Georgia will discuss needs to be met if Extension is to move forward in youth work. Extension's 10 new objectives in this area are described by E. W. Aiton, 4-H division director of FES, as shining beacons to guide the way ahead.—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.

A candid look at leadership

by C. A. SVINTH, *Director of Extension, Washington*

We have in hand, each of us, a document which can help us tool up for operation on tomorrow's terms.

The Scope Report can be a pattern for progress. It is a new guide for building a new program in a new situation. Certainly the changes already in effect are drastic enough to be termed a new situation.

In the Scope Report, we have pinpointed some of the changes and sketched in the outline of others to come. We have developed a guide to programming that recognizes and is geared to changes.

The persons who contributed to the report, no doubt, felt at times the slight pressure of the prophet's mantle. I expect all of us felt we were thinking ahead, way ahead.

I wonder then, if all of us haven't been jolted just a little to find that the people may be ahead of us. I am referring now to the recent FARM JOURNAL article reporting a survey of attitudes toward Extension.

The article to me mirrored the forward march of people, a surge in both thought and action, an advance that would carry with it perhaps only a few remnants of Extension as we know it today.

The point I am making is that the future may already have overtaken us. There is no time left to drag our feet or cling to wilted laurels.

Translating to Action

But how do we translate the blueprint for action from paper to performance? Therein lies the test of leadership — the leadership we ourselves exert and the leadership we enlist.

The urgency of our cause demands a candid look at leadership: what it is, what it does, how we recognize it, how we develop it.

What is the essence of leadership? The word is now used so loosely that its meaning has fallen into the category of "all things to all people."

We have confused our own thinking by using solemn contradictions. We have applied the terms leadership and leader to all sorts and conditions of individuals and actions. We have said a leader is everyone and anyone who steps out of the role of passive participation for a few seconds or a few years. We have designated as a leader everyone from the person who unlocks the meeting-room door to the person who inspires three generations of youth.

Somewhere along the line, we have dropped the distinction between leadership and service, between leadership and group participation.

Can we shear away some of the verbiage and get to the heart of the matter? In my thinking, leadership is a combination of concern, knowledge, and that special intelligence we call vision. These three factors combined are potent enough to force an individual to exert himself on behalf of people and events.

Redefining Leadership

I place concern first in the list because it is the quality that draws others to a leader, that insures followers. It is also the quality that guards the leader's motives against the lure of personal gain, greed, or glory.

Concern for others is the first and best quality of a leader for another reason. It provides the impetus of action that knowledge and vision might not insure. In other words, it is a key to motivation.

There is, of course, another side of the coin. Concern, without facts and the ability to interpret them, could lead only to well-intentioned but misdirected, perhaps disastrous action.

If we devalue the meaning of leadership for what we may consider a more workable idea, we shortchange our program, we straitjacket our potential, we limit our goals, we lower our standards.

Unless we understand that leadership is more a matter of the heart than of the head and hands, our search for leadership potential will be futile. We tread on quicksand if we do not consider concern for people an indispensable ingredient of leadership. Then we will be accepting extension personnel and volunteers who halt or hinder progress, who disrupt programs, who distress and discourage those they should inspire.

Information, knowledge, and some skill in interpreting facts and gauging trends can be both taught and learned by adults. Concern for others resides in the impenetrable fastness of the heart and mind. These areas are seldom open to cultivation after an individual has entered adulthood.

(See A Candid Look, page 94)

How Can I Become a Better Leader?

by WOODSON W. FISHBACK, *Federal Extension Service*

THIS question of improving his leadership had been turning over in the mind of County Agent John Able for several months. The more he read about the sweeping changes occurring in agriculture, the more convinced he became that he needed to strengthen his leadership ability.

John's real burst of enthusiasm for drafting a self-improvement plan was prompted by a quotation he heard. It was, "Believe me, gentlemen, there is nothing more tragic in life than the utter impossibility of changing what you have done."

As he thought about this quotation in relation to his work, John could see several ways he could improve. He certainly didn't want to reach retirement age and then look back at his career and think, "Why didn't I do things differently?"

Looking in a Mirror

During this self-analysis, John made some observations which are fundamental to professional improvement. First, he recognized that he had not reached maximum effectiveness in his 10 years of county agent work.

In the second place, he concluded that each man has to create his own custom-built growth plan—there is no "best" way. John had been through much formal schooling—beyond the master's degree. Now he was doing some straight thinking about an informal method of improving his leadership.

John didn't take lightly his plan for improving his leadership ability. It could have been like many New Year's resolutions—quickly forgotten in the press of daily 20th century living. Instead of letting time elapse, John started thinking of how to develop a working plan.

He thought through such questions as: Are there standards of effective leadership in Extension? What do I mean when I speak of becoming a better leader? How can I help the people in this county to solve the many problems facing them today?

Seeking an answer to the question of standards for judging the effectiveness of leadership, he did a partial analysis of both the philosophy of extension work and the concept of democracy. He concluded that:

- The effective extension leader shows a genuine concern for those he serves. There is no place for superficiality or indifference to human problems.
- The effective leader cooperates. He doesn't just talk about cooperation as something for others to practice.
- The effective leader is receptive to learning. He has both an inquiring mind and a willingness to try new ideas.
- The effective leader mingles with the people he serves. He can't expect high dividends if he carries out his duties in either an isolated or insulated manner.

Then John began to put his plan to work. First he whipped into shape a procedure for more farm visits. His plan included development of a cumulative folder on each family—length of residence, type of farm, size of family, and so on.

More frequent visits would enable John to gain each family's confidence and be in a position to help them with their "hurting" problems. He knew that the usual subject-matter answer to each problem isn't enough in today's rapidly changing agriculture.

He would really be an effective leader, John concluded, if he could help people use what they have to get what they want out of life. This meant he had to help them develop their managerial ability—their ability to define goals, problems, and resources; to study alternative courses of action and their probable outcome; and to make and carry out decisions in line with their family goals.

John's plan had more parts, too. For one thing, he was going to work closely with other agricultural agencies in the county. By keeping up to date on their efforts, he would be better equipped to help people solve problems.

And he was determined to broaden his reading beyond the local newspaper and publications related to his daily work. He realized that many outside influences affect agriculture and that he needed to understand these forces. Cultural, historical, and civic books would deepen his understanding and contribute to his effectiveness.

Where was John going to find time to carry out his plan? He seemed to be always hurrying just to stay even with day to day duties. The obvious answer was to reorganize his time more effectively.

Why not set a time for handling correspondence, for example? How about better preparation for meetings? John decided to set up a "priority list" and refuse to take a casual attitude toward a meeting or to depend on past experience. In a short time he discovered that he was rising above trivial matters and using his time on more fundamental problems.

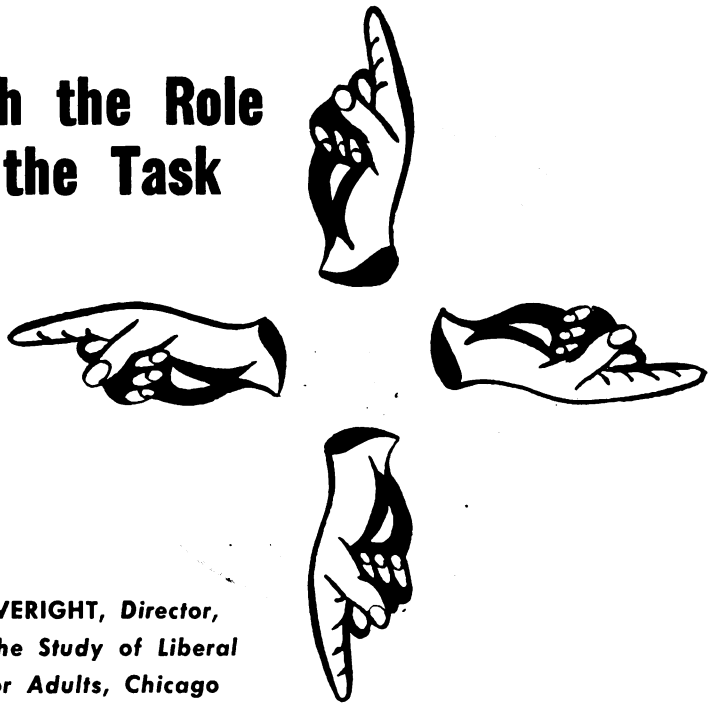
Noticeable Changes

A year after he started his plan, John decided to take stock of the results. For one thing, he was better acquainted with the people in the county. He already could see some progress these people were making as a result of their improved management skills.

Human relations had a new meaning for him. Previously it had been so much educational jargon. Now concern for his clientele had moved John far beyond the "answering of subject matter questions" leadership role.

John was encouraged as he examined his new skills in leadership. By helping others in a very personal way, he had certainly helped himself become a better leader.

Match the Role to the Task



by A. A. LIVERIGHT, *Director, Center for the Study of Liberal Education for Adults, Chicago*

WHAT kind of leader should the extension worker be?

If you examine the Scope Report, even casually, it will become obvious that the Cooperative Extension Service has definite goals and objectives. This Report spells out goals relating both to tasks to be accomplished and to the development of individuals in the achievement of the tasks. And it spells out the basic, and some of the specific, problems which must be overcome to achieve the objectives.

All extension workers have an obligation to further these objectives. So they must assume a positive leadership role in trying to see that they are accomplished.

Leaders' Jobs

The problem confronting extension workers then, is how they can best operate as leaders in furthering these objectives. To understand this leadership role, let us first look at the kinds of tasks such leaders must perform.

- Carry out basic objectives of Extension as set forth in the Scope Report.
- Facilitate effective communication between county, State, and Federal workers—in both directions.
- Help people to develop as leaders—stimulate their participation in extension programs.
- Help people to develop as individuals and make the maximum use of their potentialities and capacities.

In view of recent emphasis on working with groups, some persons may be dismayed by the fourth task. However, an effective leader must be just as aware of his responsibilities for developing individuals as of his responsibility for improving group sensitivity and solving group problems.

What is the best kind of leader for these four varied and rather different tasks? Is it possible for one leader to fulfill all tasks or must we have a different leader for each?

To answer these questions, we must examine some of the more familiar and well-known kinds of leaders and determine which is best fitted to carry out the various tasks.

Leader Types

Borrowing from Max Weber's analysis of the derivation of leadership and adding to his three classifications, we can describe four distinct kinds of leaders.

The charismatic leader possesses some special spiritual, personal, empathetic qualities of leadership and can influence masses of people. He is fervently dedicated to certain ideals and objectives and is able to influence people to follow him and his objectives. Probably one of the best examples of such a leader was Mahatma Gandhi.

The functional or operational leader is part of a large organization, has certain definite functions to perform, and is responsible for getting results through others. A foreman or straw boss in industry is an example of this kind of leadership.

The therapeutic leader is primarily interested in improving people and their relationships, is eager to help people work better together, and is primarily concerned with intra-group relations. Many experts in group work would probably fall into this category, as would psychologists and psychiatrists involved in group therapy.

The educational leader is interested in bringing about certain behavioral changes in an individual or group with respect to facts and information, understanding, attitudes, values or skills. Best examples of this kind of leadership are teachers who are conscious of their role in bringing about definite changes in students.

Having divided leaders into these four categories, it seems rather apparent that no one kind of leader can effectively perform the four leadership tasks which we suggested earlier that an extension worker must carry out.

Qualities Needed

The charismatic leader is most likely to be effective in seeing that the objectives of the Scope Report are implemented. It will certainly require some attributes of this kind of leader to interpret and secure support for this set of objectives.

The functional leader will be required to carry on the task of communication and day-to-day operations and relationships. This kind of leader can best handle detailed operations and relationships which are necessary to effective performance.

With respect to Federal-State-county relationships, there is also a need for the therapeutic leader. He

(See Match the Role, page 92)

Training in Human Relations

by JOHN G. CHANTINY, *Family Life Specialist, Maine*

In Extension our search for better ways to encourage learning has led us to seek more understanding of how people develop and function. We have become concerned about how people behave in groups and about the group as a setting for learning.

How do we cultivate understanding and encourage application of human relations principles in our extension family? In all its aspects extension work has always been a visionary adventure in practical human relations. We need to guard against thinking of such training as an entirely new and separate venture. And we must not imagine that training sessions are the only place to learn about human relations.

Human relations training has many applications and can be conducted through many different training structures. Modern human development theory and practice make up much of its subject matter. Whatever the structure, the management of the human relations within the training situation itself is an important part of the subject matter.

Good Bases

It is practicable to base human relations training on projects concerned with selection and training of leaders, effective communications techniques, Farm and Home Development counseling, or education in family relations. Such training can be effective when designed to help agents and specialists form a pattern of relations based on meeting needs common to human beings.

We can better grasp the constructive possibilities of valuing, accepting, and supporting each other when we experience these things ourselves. We become more sensitive to the kinds of behavior that put people on the defensive when we feel free of the need to defend our own shortcomings and mistakes and become more aware of the barrier that defensiveness often throws up against communication and learning.

The realization that change sometimes makes us feel uncertain can alert us to the importance of getting and giving support and encouragement. As we become more aware of our own reticence and blind spots, we accept them more easily in others.

A crucial aspect of the training situation, obviously, is the character of the relationship developed between specialist and agents. A constructive relationship with the specialist can help agents develop such relationships with their clients.

Human Relations Study

In Maine we made our first formal efforts at human relations training a year ago with a series of communications workshops based on portions of the NPAC material. We are now trying to develop human relations training as a part of some projects.

This year we are experimenting with day-long field conferences on Farm and Home Development, with all agents in the locality participating. Development cases are selected and presented in detail by farm-home agent teams. Home management, farm management, and family life specialists act as a consultant team to: support agents in what is often slow, discouraging work; bring in fresh information and attitudes as a way of opening up action alternatives; encourage agents in habits of sensitive observation and objective thinking; encourage agent teams to assemble case notes together and review them together frequently; and develop greater awareness of the relevance of interpersonal relations in family planning for purposeful action.

Agents are not encouraged to assume responsibility for which they are unprepared. Part of the human relations training consists in working together to recognize factors beyond the counseling team's abilities and in discussing sources of outside help.

For example, in one case a handicapped child seemed to be the center of disorganization and conflict in a family. The conference group discussed the agent's observations and attempted to fit them into the total family development picture. The agents were supported in fixing the limits of their responsibility and were encouraged to explore outside sources of help with the family.

Preparing Agents

Training home demonstration agents to conduct family relations programs is another experiment in human relations training. Emphasis was placed on helping agents develop confidence in their ability to work with such methods and materials.

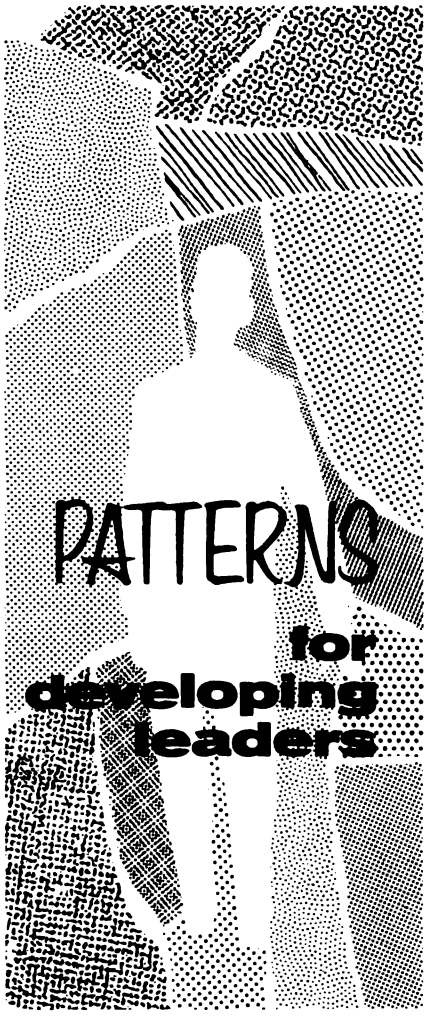
Preparatory training consisted of a family life workshop series conducted in several counties by the specialist. Each agent made a workshop report, noting such points as composition and educational status of the group, attendance pattern, setting and meeting structure, and a catalog of participants' written comments. Agents were also encouraged to report their own reactions to the experience.

A 3-day training seminar was then conducted on campus for these agents. This session was arranged as preparation for a specific program—a 6-meeting study group series on the behavior of the 6 to 12-year-old child. The specialist prepared a suggested study group outline and provided reading and other resource materials.

Afternoons were free for agents to read, view films, and plan. Mornings were spent informally in a group discussing each agent's tentative plans for the six projected meetings. Agents brought up questions about subject matter and discussed group study aims and methods.

Checklists on adult expectations and responses with regard to child

(See Human Relations, page 92)



by EUNICE GRADY, *Assistant to State Home Demonstration Agent, Florida*

LEADERSHIP on the part of extension workers has never been more important than it is today. And extension administrators recognize the need for training to develop workers' potential leadership abilities.

Planned schedules of in-service training and other opportunities for professional improvement are the means by which the Florida Extension Service promotes leadership development. Our training philosophy is that every extension worker, as a professional leader, should get the information, techniques, and skills which will enable him to work effectively with people throughout the State.

Formal study in summer schools, on or off-campus college courses, and individual reading and study enable State and county staff members to expand their knowledge and increase their leadership skills. Participation in State, regional and national conferences, workshops, and institutes also contributes to the professional improvement of our workers.

Training on the Job

In-service training is given to State and county staff members in many ways. Annual conferences feature information on national and international situations that affect Extension. Program Projection and Farm and Home Development are areas in which Florida workers have received in-service training through workshops and conferences.

Training in the broad concept of communication, including the processes of social action and diffusion, and varied skills and techniques is now underway for all our workers. Last year a communication training workshop for the entire State staff was followed by a similar workshop for county personnel. Written communications training is being presented during 1959 workshops.

A 2-day leadership development workshop helped us to reach some common understandings about leaders and leadership. Area meetings on this subject followed. County workers reported they learned much about their roles as professional leaders and ways of securing and developing lay leadership.

In-service training for Florida home demonstration personnel is a major job responsibility for me. State staff members plan at least one joint training session each year. Recent sessions included the areas of job analysis, office management, leadership development, and effective writing.

Staff members attend in-state and out-of-state conferences, workshops, and meetings in their areas of work. Individual professional study, graduate courses and seminars contribute to the training of State staff members for giving leadership to home demonstration agents.

In-service training for home demonstration agents is planned on a 3-year cycle. The plan is developed after agents express training needs and supervisors and specialists study county situations and programs. The training plan is carried out through State-wide meetings, agents' conferences, State Home Demonstration Council meetings, girls' 4-H short courses, area meetings with State-wide coverage, and county conferences.

The annual State Home Demonstration Council meeting gives agents an opportunity to work with club members in learning about the place and functions of councils and to help them plan a basic program for home demonstration work.

Special training sessions for home demonstration agents are a regular part of the girls' 4-H short courses. In 1958 we completed a 3-year sequence of agent training on developing lay leadership among older 4-H Club members and adults.

Many Teachers

Federal extension staff members and faculty members of State universities have assisted with training workshops and meetings, as have specialists from other professional organizations. State staff members also conduct training meetings for home demonstration agents.

In addition to subject matter, the teaching methods and techniques used in these workshops are considered part of the training. By working as resource persons, group discussion and demonstration leaders, by using varied procedures and techniques, and by having different responsibilities in group activities, extension workers gain understanding and leadership skills.

Group training has many advantages, including the opportunity for agents and State staff members to exchange information and experience. Individual training by supervisors and specialists is also helpful. By this means, agents' specific needs for help with program determination and development, subject matter information, and ways to work with lay leaders and others, can be met.

This total training program forms a pattern for leadership development. The end result is that extension workers become more competent in carrying out their leadership responsibilities.

The Training Leader's Role in Leadership Development

by ROGER L. LAWRENCE, *Training Specialist, Iowa*

ONE of Extension's major contributions has been the development of leadership ability in persons it has served. In a democracy, progress is largely predetermined by the quality of leadership available and developed within the mass of the population.

These statements from the Scope Report emphasize the importance of leadership training among lay people. And equally important is Extension's responsibility to develop the leadership ability of each staff member to the highest potential. The progress of Extension, too, is largely predetermined by the quality of leadership available and developed within the staff.

This article deals with the development of leadership within staff members and the development of their ability to train lay people in attitudes, understandings, and skills needed for dynamic and effective leadership.

Know Your People

Administrators, supervisors, project leaders, and similar titles are given to those in Extension who have responsibility for the work of others. These persons must also assume responsibility for training and developing leadership ability in those whom they supervise.

They know more about the staff members under their supervision than any other person on the staff. They are acquainted with their attitudes, motives, work habits, abilities, problems, and personal habits and characteristics related to job fulfillment and personal development. Consequently, they are in a position to assist each staff member to develop to his or her maximum potential.

In general, the State training leader serves in a staff position to those in the line of responsibility. He can assist those who have responsibility for training staff members working under their direction. The training leader can take the lead in planning the general training program and can assist those in the line of responsibility to adapt the general training program to specific situations. The training leader can see that training materials are prepared and effectively used. He can also assist in the evaluation of training results.

Leaders' Jobs

Specifically, the State training leader can carry out or assist with certain activities to aid the leadership development of staff members and help them become better able to carry out teaching objectives in the area of leadership development with lay people. Activities with which he can assist include:

- Cover leadership development in extension education courses as part of the pre-service training of prospective staff members.
- Encourage prospective staff members to include courses in sociology, social psychology, and education in their undergraduate studies.
- Assist all staff members to understand the total training program, their relationship to it, and the relation of leadership development to total training effort.
- Take the lead with specialists in sociology, social psychology, education, and other areas in developing integrated in-service training programs in leadership development.
- Assist supervisors to understand and accept the contributions that leadership development training can make in the lives and work of those whom they are supervising.
- Assist staff members selected to conduct in-service training in leadership development, in formulating teaching objectives, and selecting teaching tools.
- In some cases, conduct all or part of the training. This depends on availability of other resources and the training and ability of the training leaders.
- Counsel with staff members planning graduate training regarding the opportunities available to include leadership development work in their graduate programs.

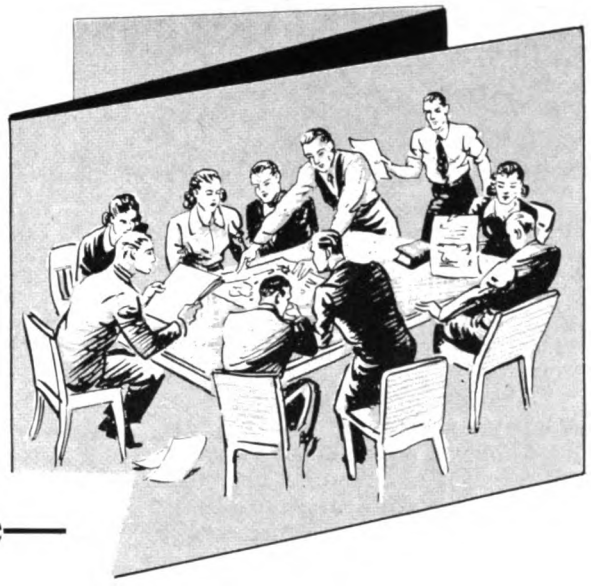
One major contribution which the State training leader can make in carrying out the steps listed above is to continually emphasize that leadership is not a bag of tricks nor a list of rules that always apply.

Examine the Content

Lack of knowledge concerning the subject matter or content of leadership development has clouded the area in the past. If leadership development is taught, there must be a body of knowledge, frameworks, concepts, and principles involved.

Useful references in teaching leadership principles include: The Group Process by George Beal and Joe Bohlen; How Does Social Change Occur by Beal; The Dynamics of Leadership and Group Action by Beal, Bohlen, and Neil Raudabaugh; and Planning for Staff Development by R. L. Lawrence.

The training leader can assist in placing leadership development in the proper perspective in the social sciences and in developing teaching objectives and techniques to go along with training in this area.



Let's Play Committee—

The Role of Leadership

by RALPH J. RAMSEY, *Rural Sociology Specialist, Kentucky*

COMMITTEE is a word game played with people, by people, and for people. It is similar to the game of conversation. It is team play—by which a group of people reaches decisions and makes a blueprint for action.

In team play usually every member has a different task. Only in mobs, or in such tasks as carrying steel rails, do members of the group all do the same thing. In other groups there is a division of labor.

Committee is usually played around a table, with the players seated in chairs. The equipment usually includes pencils, paper, blackboard, ash trays, glasses and cups. Although typically a pencil-and-paper game, the knowledge, experience, points of view, and mental agility of the members are the most important equipment.

The object of the game is to reach a decision, to collect facts (a type of scavenger hunt), or to outline a plan of action (strategy). The game is basically a cooperative endeavor with some competition among individuals, with other groups, or against time. The specific objective is stated by the person appointing the committee.

Before the game starts, the chairman of the authorizing group specifies the rules as to who are the eligible players, how many periods the game is to last (a typical period is one hour), and the method of scoring. The committee team generally is asked to play for the benefit of a larger group. However, the larger group will see only the box score or the write-up of the game.

Team Lineup

Each player is selected to play a key position. No utility players or substitutes are needed, although a pinch hitter may occasionally be called in to perform a specialty. The game should be played with the least number of players needed to get the job done—no players to warm the bench, no kibitzers, no spectators. And the team lacks All-American stature if one person tries to play all positions.

The positions vary somewhat according to the objectives. If the instructions are to find facts, each player should be familiar with at least one major source of facts. If there is a decision to be reached, the players ideally should not have formed an opinion before the evidence is in. If the instructions are to recommend a detailed course of action, each player should have the knowledge and authority to commit himself or his organization to carry out the details of the action.

If the committee is to render a decision, there should be an odd number of players to avoid an overtime period. Sometimes the committee is instructed to recommend several courses of action for the authorizing group to consider.

The Players

The *chairman* is a combination referee, player-coach, and orchestra leader. He calls the group together, starts the game by repeating the instructions to the group, sets the ground rules of how the game is to be played, enforces the rules, calls out the score from time to time, and declares the game at an end—or called on account of time. His role is not to score but assist each member to make scores.

The *clerk* may be called the secretary or recorder. He attempts to put into words the ideas of the members. He should avoid rephrasing the ideas to make them conform to his own ideas.

The *consultant* will present hard facts to the team. He may be an outsider who makes a short speech or distributes literature. He will be questioned by the members to get understanding but the facts will not be challenged.

The *idea person* has the inventor role and presents ideas to the team for consideration. Like pitching in baseball, some ideas will be good and some will be less exciting. The idea person may be presenting generalizations or theory. He will sometimes borrow ideas from other committees or other communities based on personal experience or from reading or hearsay.

Brainstorming may be engaged in by the entire team. The skill of creativity is a specialized one and has special rules for playing. Some are: reverse the traditional time order of the action, do everything

(See Play Committee, page 94)

PROGRAM PROJECTION IS CRAFTSMANSHIP, NOT MAGIC

by J. K. McDERMOTT, *Extension Economist, Indiana*

You are the key figure in Program Projection. You can rely on your Program Projection committee to make decisions. That's their job. But you cannot rely on the committee to do your job of creating the environment in which to make good decisions. That's an educational job, and education is your business.

What does the right environment consist of? Several things.

- You must know specifically what you want from the committee so that you can help them see their job quickly and accurately.
- Bring the right people together to do what you want the committee to do.
- Either present the committee with significant questions or help them develop significant questions and then be sure they have relevant information to answer them.
- Experience on the committee should be pleasant and worthwhile from the members' viewpoints.
- The committee should be treated with respect and in a businesslike way.

Prepare Yourself

Your State office has been promoting Program Projection for years, but you can't make the job worthy of your time or your committee's time unless you personally want done what it will do. Unless you sincerely want help in deciding what your program should be—unless you honestly question whether the things you are working on now are the most important you could be working on—Program Projection is not worth your efforts.

It's not important that what you want done in Program Projection corresponds with my idea or your supervisor's idea of what should be done. It is important that you know fairly specifically what *you* want Program Projection to do for you.

When you understand what you want, you can give the committee their role and save their time in wondering just what is expected.

You don't need many people—15 will be enough to start. Get the right ones. This is a special job requiring special people. If you get the right people, your success is almost assured. And the wrong people almost assure failure, even though you may not recognize it.

Get the Right People

Here is a check list to help you select the right people.

Choose people who can think and are thinking about problems—people who are basically curious about problems.

Choose people as individuals. Don't ask anyone to serve as a representative of a special interest group. Don't force him into a narrow point of view.

Choose people who you think will work easily and well together.

Choose people who represent a wide variety of interests. The extent to which you use nonfarm people depends on the scope of the program. Any area is fair game in Program Projection. You and the committee set the limits.

Choose people who represent all areas of the county.

Select one or two people with the ability to get new ideas and willingness to try something new—those with imagination.

Choose one or two people with the ability to get things done, willingness to work, and stick-to-it-iveness.

Be sure you have one or two people who have stability and prestige and whose opinions carry some weight.

Answering questions is not nearly so difficult as asking the right ones. You will have a considerable amount of intellectual ability and experience together in your committee if you have the right people. Don't waste this resource by asking insignificant questions, or questions you as a professional educator are better equipped to answer.

Significant Problems

Ask questions they are better equipped to answer than any other source—questions they can answer from their own judgment, experience, knowledge of the situation, or knowledge of the values of their neighbors.

This includes such questions as: How many dairymen will quit the business in the next few years and what is Extension's responsibility to them before they quit? How many farm wives are thinking about getting jobs and what are Extension's responsibilities? How much land needs drainage? Is this more important than another problem? How many farmers are working off the farm? What special problems do they have—farm or nonfarm?

The committee will come up with a list of problem areas. You help them by asking questions concerning these problem areas.

Questions and facts fit together. If you challenge the committee with significant questions, they will demand facts. Don't accept answers based on "pooled ignorance," if you can get facts without undue trouble. No matter how intelligent the committee is, they will need facts or information. But don't bog down with too many facts. Use only the relevant facts, only those that pertain to the significant questions the group has been interested in.

If you use your imagination, you will find many useful facts available without much trouble. You have access to census data. Here are other

(See Craftsmanship, page 86)

Venture in Human Relations

by WILLIAM A. DeHART, *Sociology Specialist, Utah*

PROGRAM planning is an active expression of faith in people's willingness and ability to work together productively and with satisfaction to achieve common goals. It's an educational technique to achieve Extension's goal of rural improvement.

Extension programs have become broader in scope in a number of ways. Today the total range of conditions that make for better farm living are encompassed in extension programs.

Agents are encouraged to do a better job of planning by taking a longer view of the agricultural situation. This calls for more complete and better analysis of social and economic trends.

Planning is no longer the exclusive responsibility of Extension; it is a group endeavor. A cross-section of citizens may be encouraged by the agent to determine a program for their current and future betterment. Such planning help may be extended to a family, a commodity group, a community, or larger area.

Agent's Role

The leadership role of the agent in program planning is to help people recognize their wants and needs and to help them realize their potentials through productive action. This means the agent determines with the group their wants and needs, and through group decision-making these are transiated into goals to which the group commits itself to take action.

In fulfilling this role, the agent is more than a technician or specialist in agriculture. He is a generalist who needs to grow in knowledge and to equip himself with skill in group process and social action techniques. He is an initiator, an energizer, an organizer, an integrator of people and diverse groups. In brief, he needs to be a human relations expert.

When the agent prepares himself to fill this role, he will find numerous opportunities to serve rural people. And his position as a teacher and leader will be greatly strengthened.

Groups differ in the degree of their motivation, knowledge, and skill in self-achievement. Some are moving ahead successfully under their own direction to achieve objectives. The agent may find it most profitable to work with such existing groups in developing his own program of work.

Other groups may be highly activated to improve local conditions as a result of frustrating experiences or because of a certain social consciousness. They will be stymied if they do not have the knowledge and skill to give meaning and productivity to their efforts. In this situation they need the enlightenment and help of an understanding resource person.

Some groups appear to be demoralized, or reconciled to live with the status quo. Groups of this kind represent a real challenge to the agent who tries to overcome their apathy. But every community has individuals who have a real concern about its welfare or wish to support a specific activity.

Examples of Progress

Let's consider a few cases where agents have made progress in community and agricultural planning.

Developing an agriculture committee. The county agent often can strengthen his program by identifying with organizations that are already geared to planning.

For example, in one area a group of citizens organized to promote industrial development. They set up an overall agriculture committee for the region. The county agent was also organizing an agriculture committee to do program planning.

Here was a situation where the committees should logically be combined; each could lend the other the strength it needed in securing local support. So the two groups combined to make one strong program.

Organizing a motivated community. World War II gave renewed impetus to the development of a desert valley, where about 70 families were trying to develop ground water for irrigation purposes. Being in a poor risk area, the farmers found loan agencies hesitant to extend credit.

Numerous meetings were held to discuss their multiple problems. The farmers had much at stake, so there was high motivation to cooperate in the development of the area.

The county agent suggested organizing a community council to improve cooperative efforts to deal with their problems. A coordinating council was organized, with the agent as an ex officio member in its initial stages of development.

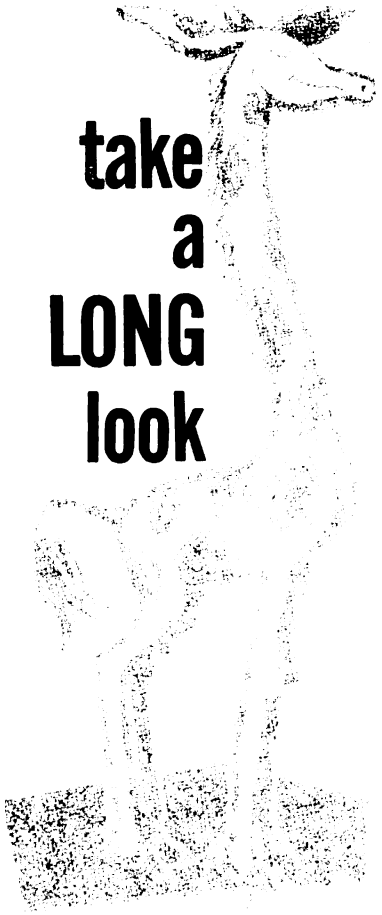
Today, this community has a good school, hard-top roads throughout the country, a community religious organization, and is completing an $80,000 youth center. These are only a few of its many achievements. In a large measure these achievements were possible because an agent understood a social situation and contributed the kind of help needed at a crucial moment in the history of a community.

Organizing a status quo community. Where little interest and experience in program planning exists, the initiator of program planning has a more challenging task.

Such a group needs first of all to be motivated. This is achieved in part by pointing out some possibilities of group planning and the potential benefits that may result from organized community effort.

The next step is to conduct a problem census to discover some community interests and needs. One or two of their most pressing needs are then discussed by the audience in reference to what has to be done if the need is to be satisfied. Usually the solution lies in some kind of group action. Then the group or

(See Venture, page 94)



take a LONG look

by GORDON CUMMINGS,
Rural Sociologist, New York

EXTENSION workers recognize the great contributions made by local volunteer leaders. Yet there are moments when one may wonder about the effectiveness of this method for developing and carrying out educational programs.

One agent, for example, expressed his wonderment: "I inherited nine committees when I went to work in the county. As far as I can see, only one of these committees has ever been active; the other eight are just on paper." Other agents report similar bafflement and disappointment with local leaders.

Local leaders sometimes wonder too! More than a few will tell you that they have been on some committee or other leadership position for 1, 2, or 3 years without understanding clearly what is expected from them.

What can be done to strengthen the local leader system?

The place to start is for agents and specialists to take a long look at or do some "wall-to-wall" thinking about leadership development. This thinking exercise might well focus on these five phases: one's personal philosophy of leadership, selection procedures, training opportunities, leader recognition, and evaluation of performance.

Studying Leadership

We reveal some of our philosophy of leadership in the way we speak and act. What picture do we have of local leaders? Do we talk about "using them" to carry out some program or activity? Or do we think of local leaders as people with capacity for creative thought and action?

How we answer these kinds of questions will tell us if we tend to be envelopers or developers of local leaders. Without positive attitudes toward Extension, ourselves, and local leaders, there simply isn't any sound basis for developing leadership.

Second, the method used in selecting a local leader will affect his subsequent behavior. For example, suppose an agent "hand picks" Mr. Brown for a position that should have been filled by nomination and election. Is Mr. Brown likely to feel his first obligation of responsibility and loyalty toward the agent or the people in the county or community?

Or say it is an appointive leadership position such as an adult 4-H Club leader. Who should do this appointing—the agent or some responsible group in the community? What criteria should be used?

In raising these questions, we are trying to stimulate a careful examination of our present procedures for selecting local leaders. Too many volunteer organizations are not aware of the extent to which the "easiest way" of getting leaders is helping to undermine the local leader system and the democratic process.

The third phase is training. Any person asked to assume a position in an organization is entitled to know what is expected of him throughout his term of service. We all need continuous, on-going training.

Local leaders are no different in this respect and will accept training when they can see that it will help with their particular job. As someone has said, we have to start with people where they are, but we don't have to leave them there.

Working in 3-D

Leadership training has three major dimensions:

- *Orientation.* This should take place immediately after a leader has been selected. It should be imaginatively planned and carried out in face-to-face contact.

The kind of orientation a leader gets will, to a large degree, determine his willingness to accept responsibility, his future relationship with the agent, his feelings of personal satisfaction, and the overall quality of his contribution. Orientation can be a valuable learning experience both for the local leader and the agent, who needs to know each leader's potential for leadership responsibilities.

- *On-the-job training.* If the fundamental objective of Extension is to help people through education to identify, analyze, and solve problems, then professional extension workers should refrain from making all important decisions about extension policies, programs, and activities. Throughout every day of extension work, we need to seek and even create situations through which we can provide training and practice in leadership and problem solving.

Practically every extension activity provides such ready-made opportunities for local leaders. Committee work, demonstrations, preparing reports, public affairs discussions, business meetings, field trips, project teaching, surveys, long-range program planning, and subject-matter meetings are a partial list of the day-to-day opportunities that agents and specialists can utilize to develop leadership capacity and skills.

A word of caution! While we may enjoy seeing people move ahead fairly rapidly, the jobs assigned a local leader must be within his experience and skill to handle. Putting a person on the spot without much related experience or training may

(See Long Look, page 86)

Schools For Farm Leaders

by W. G. HOWE, *Cattaraugus County Agricultural Agent, New York*

Leaders of county artificial breeders cooperative compare notes on leadership workshop. Standing at right is Extension Sociologist Gordon Cummings; third from right is Associate Agent Paul Mattern.

For the past two winters farm leaders in Cattaraugus County have taken part in a new type of meeting —leadership workshops. This experience, they say, has helped them become better leaders of farm organizations.

They do not claim to be golden throated orators nor experts at conducting meetings. But they feel they have a better understanding of their responsibilities as leaders and a new awareness of the importance of good communications in making organizations effective.

These workshops came about as a result of requests from farm organization leaders themselves. They expressed a need for more assistance in these two general areas: how to build more effective farm organizations and their role as a leader in this job; better understanding of what different farm organizations are trying to do at the county level and how they go about it.

Training Programs

Recognizing the real importance of these problems, the extension executive committee authorized the first series of training meetings for March 1957. A second series was held in March and April 1958, as a result of interest developed in the first.

The workshops were attended by officers and directors of nine different farm groups in the county. Topics were decided by a committee of farm leaders concerned with the improvement of farm organizations. Each 2-hour weekly session was devoted to such topics as: how to get committees to function; how to plan better programs; how to hold better meetings; how to give a talk; public relations; how to write a newspaper article; and getting and keeping members.

The nine sessions during 1957-58 were conducted by the county agent and Gordon J. Cummings, extension rural sociologist. The managing editor of a local paper conducted a meeting on writing a newspaper story.

To wind up the 1958 series, a bank's public relations officer spoke on Grassroots of Public Relations at a dinner meeting of the group.

Everyone attending these meetings took part in the discussions and worked in small groups developing news articles and 10-minute talks for a radio series on Our Farm Organizations. Some gave 5-minute tape-recorded speeches on a topic of their choice before the entire group.

This new approach to the old problem of improving farm organizations was highly successful. Typical reactions to the experience were: "Exactly what I wanted," or "It provided the kind of experience I can apply to my own situation."

With such a favorable response, the extension program planning committee scheduled another series this past winter. The main topic for discussion was conducting successful meetings. Groups at the two previous series felt a need for more detailed work on handling meetings.

The 1959 series, again for presidents, chairmen, and other leaders of farm groups, was concerned with such things as parliamentary procedure, keeping accurate minutes, news reporting, and committee work. The group participated in an actual meeting and each individual worked on a committee as part of the series.

As part of their homework the group divided into committees to study and consider educational programs that might be needed in the next 10 years to meet the needs of commercial farmers, part-time farmers, and rural residents. This gave the group a chance to participate in committee action as well as to take a look at what is happening in our agricultural economy.

Role of Organizations

A large share of our agricultural activity is done through organizations and a high percentage of organizational work is done by boards and committees in meetings. People devote much time to attending meetings and doing the business of their organization. Since much important work is done and many vital decisions are made at meetings, they should be conducted to make the best use of time involved.

(See Farm Leaders, page 95)

CRAFTSMANSHIP

(Continued from page 82)

places to look—a local college library and faculty, high school teachers and administrators, county and city offices, Federal and State offices in the county, public utility offices, chambers of commerce, urban or rural plan commissions, large businesses.

Some data not available can be obtained through simple surveys. High school classes may enjoy getting certain information. Your committee can get some. Use your imagination and improvise. Use your specialists in a new way.

The important thing is to face your committee with significant questions and to supply them or help them supply themselves with relevant facts. Use the committee to help develop questions and most of all to give the facts meaning.

Pleasant Environment

Most important in making committee experience pleasant is to present problems and facts that make sense to the members in their own terms. Be sure they learn something or make an important decision at every meeting.

And there is more. Be sure your meeting place is pleasant. Seat the committee so that everyone faces everyone else. Refreshments after each meeting contribute to a friendly atmosphere and also create an opportunity for members to discuss problems further. Provide tables, not just chairs.

Work to make the group feel important. Tell them that they are. Occasional individual contact with members helps. In fact, it's a good idea to invite each member personally onto the committee and to explain its purpose at that time.

This committee will perform just about as well as they think you expect them to perform. They will react toward you the way you act toward them. If you treat them with respect, not with either a subservient nor an indifferent attitude, they will treat you with respect.

These things will help.

- Take their findings and recommendations seriously. If you ask for advice, follow it, even though you may not agree. Demonstrate that the committee's decisions have force.
- Start and stop meetings on time.
- Be sure there is a definite agenda for each meeting. You need not prepare it; a subcommittee can do it, but be sure it is prepared.
- Keep a complete and orderly record of proceedings.
- The day after a meeting, mail a concise summary to every member. If the committee agrees, make a news story of each meeting.
- About a week before a meeting, send a reminder with a summary of the agenda.

Some of the foregoing are more important than others. But they have all been tested, both in the theory of how groups operate and in practice.

You have plenty of ability and leadership in your people and plenty of resources at your command. There is no magic in doing a good job in Program Projection. It doesn't require genius or born talent. It requires careful craftsmanship, and you are the one to control that.

LONG LOOK

(Continued from page 84)

work sometimes; it may also ruin a good potential leader.

Small successes build personal confidence and encourage one to gradually accept more difficult tasks. Likewise, routine jobs given over and over to the same person will soon kill interest.

- *Workshops.* Workshops are the third dimension of leader training. We learn by doing. If a local leader needs help in becoming a better presiding officer, speaker, discussion leader, teacher, or program chairman, he should have a chance to learn and practice different ways of doing things—freedom to explore and even make mistakes.

A deeper understanding of agricultural problems requiring leadership, skill practice, and attitudes of self-confidence are the objectives of this kind of training. For agents, a leader workshop can be a chance to involve local leaders in planning training based upon their needs, a challenge to do some teaching in public affairs and group methods, and a chance to observe potential leaders in action.

Unfortunately, workshops are too often thought of as a panacea for all leadership problems. The best conceived workshop cannot make up for a negative philosophy, poor selection procedures, or inadequate orientation and on-the-job training. Workshops can be worthwhile, but they are only one part in a leadership development program.

Reward Good Work

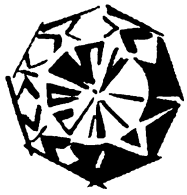
The fourth phase of leadership development is recognition. We should never take the time and effort of local leaders for granted. They are entitled to know how and in what way they have contributed. While part of their take-home pay may come from the knowledge that they have performed a useful service, this is not enough. Some form of personal recognition from the agent—a phone call, letter, or home visit—will probably mean more than a banquet and a speaker telling them how wonderful they are.

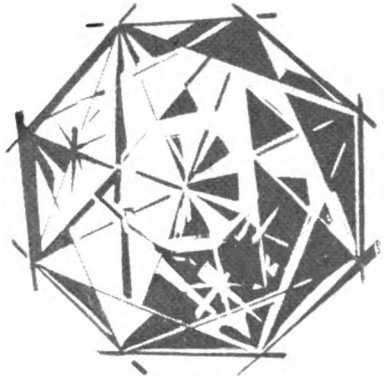
Finally, we should learn local leaders' strengths and weaknesses as a basis for designing or improving our leadership training program. We do not need elaborate evaluation tools to begin deepening our insights.

We should ask ourselves more questions. Why did Mary Smith fail to show up for training school? Did she understand what was expected of her? How was she selected? Was she pressed with other responsibilities that needed to come first? Has she had sufficient training? Did she feel insecure about going to the training school alone for the first time?

We need to study the leader drop-out problem with the same objectivity we would recommend to a poultryman whose egg production is going down.

Extension workers reveal their effectiveness by the degree to which local leaders accept responsibility. The extent to which local leaders accept responsibility will depend on the agent's philosophy, selection procedures, training opportunities, and recognition received. Continuous evaluation is needed to keep us informed as to how we are doing.





PICKING DIAMONDS from the ROUGH

by PAUL CREWS, *Suwannee County Agent, Florida*

DISCOVER and develop lay leaders to spearhead the program. That was one of our first needs when Suwannee was selected as a pilot county for Rural Development.

We knew that a successful Rural Development program would mean the attainment of many long-sought goals. And we believed that, by full cooperation and through the efforts of local people, progress of the county would accelerate and both farm and nonfarm people would enjoy higher standards of living.

Involving Others

The county Rural Development committee decided that the first step toward a sound action program should be to gather facts—people's desires, incomes, education, occupations, abilities, attitudes, and skills. Various means of obtaining the information were discussed and we finally decided that it would be most beneficial to allow local people to complete questionnaires for themselves and their neighbors.

There were several reasons for letting lay people make the survey. This would give everyone interested an opportunity to work and they would acquire a vested interest in the program's success. It would enable potential leaders to develop their skills in working with people.

Questionnaires were prepared and the general public invited to a county-wide meeting. Maps were used to divide the county into 54 sections according to known neighborhoods. Progressive men and women in each neighborhood were given copies of the maps and supplies of questionnaires. They were asked to complete a questionnaire for every family in their neighborhood.

Some neighborhoods were soon completed while others were almost completely neglected. The process of discovering potential leaders had begun. Also we realized that some people we had thought to be leaders were not willing to work on such tasks. Those who had leadership ability and were willing to work soon proved their value.

Checking Results

After the questionnaires were completed, they were sent to extension specialists at the University of Florida for tabulation and analysis. Information from the survey was mimeographed and made available to interested people both within and outside of Suwannee County.

At another county-wide meeting, the survey results were discussed. We found that those people who had been most active and willing to work in the survey again were showing their interest by taking an active part in discussions regarding future developments of the county.

When the county Rural Development Council was formally organized, some members were people who previously had taken little active part in community affairs but who were rapidly attaining the role of leaders. Having become involved in Rural Development, these new leaders were useful in other phases of the extension program.

A New Discovery

One good example of the development of a lay leader is Charles Taylor, who retired from a nonagricultural career and moved to Suwannee County in 1955. At that time, I visited his farm to welcome him and explain our program. He seemed to be just another person moved to the farm to spend the rest of his days quietly. His background didn't suggest that he might assume a leadership role in community activities.

When the first Rural Development meeting was called, Mr. Taylor attended and expressed extreme interest. He continued to attend every meeting and was one of the first lay leaders to complete the survey questionnaires in his neighborhood. When the county council was organized, he was elected chairman. Mr. Taylor has eagerly given time and effort to promote the ideas which were responsible for his movement from a quiet, retired life into one of active public service.

Most outstanding members of the county Rural Development subcommittees, particularly the agricultural subcommittee, are people whose leadership is being developed. Our experience proves to us that leadership develops when people are given an opportunity to express interest through active participation and to do the kinds of things that they consider useful.

Some of our best leaders are people who may have been bypassed in previous programs or in previous years. Extension should seek out and pick these diamonds from the rough.

Clothing Program Develops Leadership

by MARION C. SIMON, *Ford County Home Adviser, Illinois*

WHY can't we have this, too? This question was asked at our county program planning meeting in 1953.

The query was put to me because several cooperators on the program committee had learned of the successful clothing construction schools held for 4-H Club leaders the preceding year.

As I gave serious thought to the request and considered the over-all county program, I saw such a project as an excellent way to develop leadership for both adult and youth programs. And even though such a program would require considerable study on top of a heavy workload, I decided to go ahead.

Setting Up Goals

The first step was to establish goals. The first goal for the women was that they be smartly dressed, regardless of individual family incomes. Ford is a rural county with no towns of more than 3,000 population. Average income is slightly higher than the national figure.

Another goal was development of leadership. This meant that some of the women would have to forget a number of the techniques learned "on their own" and accept new ones. Then they would understand basic clothing construction principles that they could pass on to other members and to 4-H girls.

We had held some 1-day workshops on clothing construction techniques in 1952. I knew that the women wanted and needed more work on pattern selection and garment fitting. They also needed more information on fabric selection and handling. And they needed up-to-date information on construction techniques and selection of accessories.

The program was set up with four projects in this order: construction of a simple cotton dress, an advanced cotton dress, a street or church dress made from a material other than cotton, and a tailored garment. Local leaders who completed the simple cotton dress under my supervision were to make the second dress on their own.

The third dress would involve a few hours of additional training in new techniques, after which the cooperator would sew at home. She could ask for my assistance as needed. For the tailored garment, I would serve as a consultant since it would require some new techniques and rather close supervision. I would work with small groups in communities and with individuals in the office.

Stages of Progress

Each cooperator was to start with the first garment, regardless of previous experience, and skip no steps. But she could stop the work whenever she wished. The idea was that each should progress as far as she wished.

The project gained momentum as time passed. Women of all ages, from 17 to 70, sewed. For some, the program developed into a family affair. Some husbands suggested the purchase of new machines. A number volunteered as baby sitters while wives attended classes.

It took four years to get all phases of the program into orbit. To date 189 women have made the first dress and 75 have made the second. Fifty-six have made the third and 20 have completed the unit on tailoring. This year is expected to show a far greater percentage of completion.

Of the 189 women, a total of 47 are now adult clothing leaders. And 15 of them also work with 4-H clothing leaders. Those leaders working with 4-H girls are teaching all types of garments, from the simple cotton dress to the tailored suit.

Although finding time to attend classes has been difficult for some of the women, interest has never lagged. At present there is a waiting list for training.

Determining Results

After six years we can begin to measure results. 4-H clothing construction has improved immeasurably. Older girls who used to stick with cotton because "I can get an A with that," now are anxious to try more difficult problems. Mother-daughter teams are becoming proficient in fitting each other's garments.

Several cooperators have given construction demonstrations for high school adult classes. Still others are consulted as "authorities" by women in their home communities.

It is impossible to know how many have been given information which leaders acquired from the program. However, 10 women reported last year that they had given information or other assistance to 37 women.

One homemaker, living 30 miles from any town of appreciable size, is sewing for others. She has made 250 garments since 1954.

She says, "I had to forget my own methods while taking the class work, and even now I use only one or two of my former techniques. If the lessons did nothing else, they gave me confidence, which made the effort worthwhile."

Cooperators are reading and talking about clothing more than ever before. Some no longer buy ready-to-wear garments because they can construct better ones than they can afford to buy.

The program has developed far beyond my expectations. We are moving toward the goal for women to be smartly dressed regardless of income. And leadership is on the upswing throughout the county.

Leaders Learn to Teach

HOW WE DID IT

by **BETTIE L. ELDRED**, *Graduate Student, Cornell University*

LOCAL leaders usually know *what* to teach. They want and need to learn *how* to teach.

As home demonstration agent in New York's Delaware County from 1956-58, I heard local leaders voicing this need for special help with teaching skills. Subject matter training schools usually devoted a few minutes to reviewing lesson outlines, but the leaders said they didn't get enough specific help with teaching methods.

In our home demonstration program, prerequisites for volunteers or selectees to attend district classes are the ability to drive and the time to give. The prerequisites were established after analysis of a questionnaire sent to 145 members who attended an officers' and leaders' workshop. The latter dealt with general meeting problems and the responsibilities of members.

Problems Named

Findings from the questionnaire were presented to the home demonstration department's executive committee. Then they attended program planning meetings of units and heard the all-too-common cry, "But, I don't know *how* to teach!"

Planning unit lessons, leading discussions, and demonstrating were problems frequently mentioned by the leaders. So these problems were presented to the entire membership. What could be done about this? The members voted to have a workshop in September 1958 specifically for project leaders.

In holding such a workshop, conditions needed to be set for people to learn. First we recognized that how the meeting was planned and what the participants did at the meeting would determine whether it would help the leaders become better teachers.

Four State specialists worked with us formulating plans to stress teaching skills, principles, and to provide for evaluation. Then our county extension staff set up an objective for the "teaching how to teach" program.

Program Aims

During the 1958-59 program year we wanted about 100 project leaders to develop and apply skills in teaching and to gain an understanding of some guides for teaching. Three specific objectives were to help unit project leaders:

1. Develop a usable knowledge of teaching skills in: demonstration techniques applied to a clothing project, discussion techniques applied to a home management project, and planning techniques applied to a family life project.
2. Gain an understanding of guides for teaching.
3. Apply the above skills and principles in lessons they teach.

As leaders arrived at the workshop, they filled out a check list on teaching methods and principles. This list established a benchmark as to where the leaders felt they were at that point in their knowledge and understanding of teaching.

Involving Leaders

The executive committee, specialists, and agents had agreed that participation of local leaders in "showing-how" sections of the program was important. These leaders were on the "nonprofessional-technique" level of the membership and it was expected they would make situations more meaningful to the leaders than a specially trained professional worker.

A family life unit leader explained planning techniques she had used for a project. She outlined her procedure of publicizing, working with members before the meeting, readying the meeting place, preparing visual aids, outlining the lesson, planning ways to get member participation, and providing take-home bulletins.

Ideas brought out by this leader were pinpointed by the family life specialist, who held a question-and-answer period on individual planning problems. This part of the program stressed the means by which local leaders could expand unit lessons from the information obtained at subject matter training schools.

Two home management leaders summarized their unit's discussion-demonstration on housecleaning as an illustration of combining teaching methods. They stressed that a combination makes more effective teaching and better learning because people differ in their ability to do both of these. Advantages of the discussion method were shown—bringing out different ideas, finding out problems, clearing up misunderstandings, and emphasizing mutual understanding.

Telling and Showing

The home management specialist pointed out highlights of discussion-leading and method-combinations. She helped the audience think through some of their own teaching problems in these areas.

Two unit clothing leaders showed effective demonstration techniques while making a collar. Outlining demonstration steps, practicing, preparing a working place, and making illustrative materials were points stressed in this how-to-do lesson.

Clothing specialists clarified major demonstration techniques and answered questions from the audience. They emphasized the need for a demonstration to be organized in logical sequence so that this live, practical experience can be readily followed at home.

The rural sociologist summarized the teaching principles and guides used in the planning, discussion, and demonstration portions of the program. As a further aid to under-

(See Leaders Learn, page 92)

Leader Training in Depth

by **ROSSLYN B. WILSON**, *Assistant Editor* and
GEORGE FOSTER, *4-H Club Specialist, Tennessee*

How many 4-H Club leaders can your county use?

Is your answer, "As many as we can get," or "We could never have too many?" If so, you will be interested in Tennessee's 4-H Club Leader Training in Depth.

The objectives of this approach are to train leaders so they can effectively guide activities of local 4-H Clubs or project groups on their own on a year-round basis and to provide extension agents with a "packaged" leader-development program. The training got underway in 1958 in three pilot counties, and is now being done in 10 more counties.

Training in Depth starts with local agents looking at their 4-H program and its specific needs for leadership. Agents then work with the State 4-H department to arrange seven training sessions for leaders—people the agents think are or might be interested in 4-H leadership of any kind.

Other organizations interested in 4-H work, such as county 4-H leaders organizations, citizens committees, and 4-H councils, are brought in on the planning and arrangements. The 4-H department arranges instruction for the sessions.

What We Teach

Training classes discuss the essentials a volunteer leader needs to know to guide 4-H Club activities. At these meetings, leaders and potential leaders learn 4-H philosophy, objectives, and purposes.

They learn how to help 4-H Club members organize clubs and plan programs, how to encourage and lead youngsters in project work, how to help them conduct club meetings, how to plan and work with special events and activities, what sources of help are available, etc. Certificates are presented to leaders who attend at least 4 of the 7 meetings.

Training is based on the assumption that volunteer leaders are vital to 4-H work, and that the best way to multiply the effectiveness of extension agents is through wise use of volunteer leaders. It assumes that leaders who volunteer their services deserve training and tools to do the job effectively, that leader training should be adapted carefully to local conditions, and that volunteer leaders are willing to give time to get thorough training if it is made worthwhile. A good example of the accuracy of this last assumption is a school teacher in Putnam County who canceled an appointment with her doctor and hired a substitute in order to attend a training session.

Job Volunteers

Leader Training in Depth is already having its influence in Tennessee 4-H Club work. For example, in Wilson County, 60 4-H leaders received certificates for attending four or more of the training sessions. Of these, 46 agreed to serve as adult leaders of organized 4-H clubs and 31 agreed to serve as county-wide or community project leaders.

Fifty-three said they would visit as many 4-H'ers as possible during the year; 50 would help plan and conduct a field day, picnic or party for their local club. Forty-three agreed to conduct one organizational meeting of their local club; 44 to conduct one educational meeting; and 48 to conduct one recreational meeting.

Forty-one agreed to help members keep and assemble 4-H record books; 34 to get judges for local contests. The agents thus have a trained and enthusiastic corps of 4-H leaders ready to help with the county program.

Franklin County agents are enthusiastic about this way of training leaders. Each meeting attracted more leaders than the previous one—evidence of sustained interest on the part of those attending. With this training program, they know better how to serve as 4-H leaders.

Mrs. Jane Arnold, assistant home agent, sums it up: "The 4-H Leader Training in Depth program provided valuable materials and training. The interest and work of the leaders is already visible. We hope that this leadership training will expand the county 4-H program."

Frank Brown, assistant county agent, cites response to the public speaking program as an example of the good that comes from the course. "One hundred percent of the clubs with leaders attending the training course had a local public speaking contest. In all, 424 boys and girls participated in the county."

Promising Future

From the experience so far, the 4-H Leader Training in Depth program seems to have a great deal of promise for Tennessee 4-H work. An average of about 50 leaders have received certificates in each county, with an equal number attending one to three sessions.

The State 4-H staff is encouraging extension agents from other counties to look in on the sessions where the program is underway. Neighboring States have also expressed interest in the approach and have asked to attend some of the training meetings.

To build the best possible 4-H program, and to make sure the day will come soon when a good 4-H Club is in reach for every rural boy and girl of 4-H age, we must train our leaders and use our leaders. Leader Training in Depth aims at this goal.

Editor's Note: The Tennessee staff gives credit to the Federal Extension Service and many States for help in developing this program.

Building Confidence in Young Leaders

by DOROTHY EMERSON, *Associate State 4-H Club Agent, Maryland*

WHEN I get up in front of people, I'm scared stiff. I'm afraid I'll forget what I'm going to say. I get butterflies in my stomach. I just dread talking before my class.

These are comments of 4-H Club members at the opening of a session on Confidence for Leadership. These 4-H'ers are setting the stage for teaching and discussion that will meet their needs. Comments vary but the feelings are always the same —self-consciousness and fear that they will not know what to do or say.

How do we help build confidence in these young leaders? First we talk about ideas. Everything we can think of is basically an idea—the table, chairs, clothing, the meeting itself. All anyone will ever need for talks and activities are ideas. And ideas are always present. Beethoven said he pulled them out of the air for his music.

We teach that people must learn to listen in order to have ideas. They must learn to blank out the maze of thoughts centered on themselves. Our group practices listening to see how long they can keep their minds on the subject of 4-H Club work. It's surprising how much 4-H'ers discover they know about this subject as they listen with their eyes closed.

Then our young people experiment by listening without any special idea in mind. What noises do they hear? What are they thinking about? When they listen, their thoughts are turned outward, away from themselves. So the group discovers that listening helps get their minds off themselves and tuned with ideas.

Visualizing Ideas

The next step shows the group how this exercise works practically for the one in front of the audience. A volunteer stands and the leader gives him an idea word. Various words may be used—spring, snow, vacation, dogs, boats, trees, etc.

The minute the volunteer hears the word, he is to "go blank"—allow no thought in his mind but what this one word brings. He must start talking at once, saying anything that comes to mind about this idea word. Ideas always come if the speaker visualizes the idea word and its associations.

After this short talk, the leader asks other members of the group what they were thinking about while the volunteer was talking. Practically every member had translated the word into his own experiences. They weren't thinking about the speaker.

This demonstration helps put speakers at ease. Once they understand that people are not thinking about them but about the idea, they lose their self-consciousness. They learn to stay with the idea, to let the idea talk for itself.

The 4-H'ers learn that a pause between ideas is refreshing. The audience uses this pause to think about the idea; the speaker uses it to think about what he will say next.

Impersonal Ideas

Usually club members talk about their own experiences and thoughts. Does this sound conceited? No, that's what makes a talk interesting. Club members learn that people like to know how ideas look and feel to others. And all ideas are impersonal, even when they exist in your personal experience.

For more practice, the 4-H'ers break up into small groups to exchange idea words and short, spontaneous talks. These young people tell about something they value and enjoy in their home, school, or 4-H Club. Ideas must be valued if they are going to be appreciated and enjoyed. The more we love ideas, the more we want to share them with others, and it becomes easier to talk.

Public speaking is approached from another angle, too. Club members practice reading aloud, just a few lines at a time. This becomes a personal lesson for each member as he takes his turn, and the rest of the group learns from the coaching.

Story telling is the next step. After the leader tells a short story, the

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HUMAN RELATIONS

(Continued from page 78)

behavior were a part of the study group materials. Agents filled out these check lists at the beginning and end of the training session and will do so again after they have conducted their study group programs. As a part of the training experience, agents' responses will be discussed with them later in the year.

In a practical effort to keep the specialist-agent relationship open and productive, these agents are experimenting with a weekly meeting diary. After each meeting in a series, the agent sends the specialist an informal written discussion of any aspects of the meeting which concern her, including her own performance.

The specialist returns written comments meant to support the agent's efforts to meet the challenges of the actual program situation. Since most of these notes and comments can be reproduced and circulated, interaction among agents continues after the training sessions are finished.

Increased emphasis on helping people develop themselves makes it more important than ever for each of us to have a growing philosophy of human relations. To enlarge our understanding of human behavior, to better understand the group as a tool for teaching, and to enhance appreciation of the direction our work with people can legitimately take, are significant reasons for undertaking training in human relations.

MATCH THE ROLE

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must deal with some of the problems of inter-personal and intra-group relationships which are bound to arise. The therapeutic leader can also help carry on leadership training programs and develop more effective techniques and methods for working with groups.

As far as the individual development aspect is concerned, we must call on the educational leader, aided by all the others. Without the leader who is consciously an educational leader, individual development and fulfillment will probably not come about.

To carry out these varied leadership responsibilities effectively, every extension worker must, at different times and in different ways, be each of these four leaders. In some situations, you must assume the cloak of the charismatic leader. Much of the time you will operate as the more pedestrian but extremely necessary functional leader. In other situations you must assume the role of the therapeutic leader. And you have a continuing task to perform as the educational leader.

Clearly then, the extension worker must be a *multi-purpose leader*. But this brings us back to the question of whether one person can wear these many cloaks and assume these many roles.

Again the answer seems rather obvious. The extension worker must develop the awareness, sensitivity, understanding, and skills which will make it possible to fulfill the four different roles as they are demanded in different kinds of situations.

Developing Your Leadership

To develop this kind of understanding, sensitivity, and skill, certain characteristics of a multi-purpose leader can be outlined. These are not inborn characteristics, but ones which can be learned and developed.

First, the leader must look upon leadership as a role and as a function of the situation in which he is operating rather than as a personality trait. He must realize that different kinds of situations will call for different leadership roles and methods. He must see himself as a person who can analyze the demands and requirements of the situation and who can adopt the kind of leadership most appropriate to it.

Second, the leader must be sensitive to demands created by the goals involved in the particular situation. He must be sensitive to the people involved, their attitudes and their expectations. He must be sensitive to how he reacts to the group and how they react to him, so his behavior can be guided accordingly.

Third, the leader must continually be aware of two different kinds of goals which he is trying to accomplish. These are goals relating to achieving the particular task and goals relating to the development of the individual and group involved in the situation.

Finally, the leader must be flexible enough to assume the various kinds of leadership as they are required in the different situations confronting him.

Multi-purpose Leader

At this point you might well ask, is multi-purpose leadership really possible? If so, what kind of training is required? Where can you find leaders of this kind?

The answer is all around us. Take a good look at some of the most effective leaders in any organization. You will find that they possess most of these characteristics. They may not be aware of their sensitivity and flexibility but they will operate in such a manner that one knows they have such insights and sensitivity on a built-in basis.

Once a leader understands the need for multi-purpose leadership and for a variety of leadership roles, he will almost automatically develop a better understanding of the situation in which he is operating and of the need for continuing sensitivity to it. As he develops this understanding and a deeper sensitivity, he can no longer continue as a leader unless he also becomes more flexible.

LEADERS LEARN

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standing the teaching methods and principles, printed reminder guides were given the leaders.

In the months since the workshop, extension specialists working in Delaware County have noted improvements in leader preparations to teach. But the supreme test is to come.

As a part of my graduate work, I am surveying counties to determine what method help is most needed and where it best can be given. I have prepared a questionnaire that will test whether this pilot workshop helped to increase teaching skills and understanding among leaders. If these have been accomplished, such a workshop may be one usable device for teaching "teaching" to home demonstration leaders.

Youth Learn Why and How

by **HARLAN GEIGER**, *State Older Youth Leader, Iowa*

AFTER attending leadership camp, I feel that I have a definite role to play as part of a group. I learned how a group functions, what makes it work smoothly, and how to stimulate participation.

This was the response of one young man after attending Iowa leadership training camp. His feeling was shared by fellow delegates after a busy week in which they found themselves "knee deep" in group dynamics.

The Iowa Leadership Training Conference for Young People was organized 10 years ago with the idea that the most important factor in developing leadership responsibilities is the need for developmental experiences. By giving young people a chance to use their formal training in realistic situations, we feel that the effectiveness of the conference is greatly increased.

The objectives of the training conference are 5-fold: to give delegates an opportunity to gain an insight to themselves, other people and how people are motivated; to develop understanding as to how groups are formed, how to set group goals, and why groups act as they do; to increase understanding of the roles that need to be played to make a group productive; to gain understanding of group techniques and to increase skills in their use; and to improve human relation skills.

Paving the Way

The first step is to create a good training atmosphere in order to build as quickly as possible a close group feeling with 80 to 90 delegates and 15 to 20 staff members. The staff meets before the young people arrive to correlate plans for the coming week. The next morning the young people are given a hearty greeting from staff members, who assist them in setting up living accommodations. In a few minutes strangers become friends.

The next step is to present concentrated subject matter on group dynamics. To accomplish this, delegates meet with staff members during the morning to discuss and analyze group behavior by means of flannelgraphs, dialogues, group discussions, film clips, role-playing, tape recordings and play-backs, and listening teams. Then they use evaluation sheets to study the effectiveness of the techniques.

By using several different techniques in the presentations, we accomplish two objectives. We use effective methods to present college-level material and give the young people a chance to evaluate the methods.

Folk and square dancing are fun, as well as part of experience in recreation leadership.

Teaching by Experience

The third essential in leadership training is to provide some developmental experiences so the young people will have a chance to apply some theory learned during the week-long camp. This provides an opportunity for them to make decisions, plan and conduct programs, and see that daily living tasks are performed.

At the first session, delegates are told that they have 24 hours to get acquainted and learn the operation of the camp so they can operate it themselves. The staff sets the pace the first day and then remains available for counsel and guidance.

(See Why and How, page 95)

take a LONG look

by GORDON CUMMINGS,
Rural Sociologist, New York

EXTENSION workers recognize the great contributions made by local volunteer leaders. Yet there are moments when one may wonder about the effectiveness of this method for developing and carrying out educational programs.

One agent, for example, expressed his wonderment: "I inherited nine committees when I went to work in the county. As far as I can see, only one of these committees has ever been active; the other eight are just on paper." Other agents report similar bafflement and disappointment with local leaders.

Local leaders sometimes wonder too! More than a few will tell you that they have been on some committee or other leadership position for 1, 2, or 3 years without understanding clearly what is expected from them.

What can be done to strengthen the local leader system?

The place to start is for agents and specialists to take a long look at or do some "wall-to-wall" thinking about leadership development. This thinking exercise might well focus on these five phases: one's personal philosophy of leadership, selection procedures, training opportunities, leader recognition, and evaluation of performance.

Studying Leadership

We reveal some of our philosophy of leadership in the way we speak and act. What picture do we have of local leaders? Do we talk about "using them" to carry out some program or activity? Or do we think of local leaders as people with capacity for creative thought and action?

How we answer these kinds of questions will tell us if we tend to be envelopers or developers of local leaders. Without positive attitudes toward Extension, ourselves, and local leaders, there simply isn't any sound basis for developing leadership.

Second, the method used in selecting a local leader will affect his subsequent behavior. For example, suppose an agent "hand picks" Mr. Brown for a position that should have been filled by nomination and election. Is Mr. Brown likely to feel his first obligation of responsibility and loyalty toward the agent or the people in the county or community?

Or say it is an appointive leadership position such as an adult 4-H Club leader. Who should do this appointing—the agent or some responsible group in the community? What criteria should be used?

In raising these questions, we are trying to stimulate a careful examination of our present procedures for selecting local leaders. Too many volunteer organizations are not aware of the extent to which the "easiest way" of getting leaders is helping to undermine the local leader system and the democratic process.

The third phase is training. Any person asked to assume a position in an organization is entitled to know what is expected of him throughout his term of service. We all need continuous, on-going training.

Local leaders are no different in this respect and will accept training when they can see that it will help with their particular job. As someone has said, we have to start with people where they are, but we don't have to leave them there.

Working in 3-D

Leadership training has three major dimensions:

● *Orientation.* This should take place immediately after a leader has been selected. It should be imaginatively planned and carried out in face-to-face contact.

The kind of orientation a leader gets will, to a large degree, determine his willingness to accept responsibility, his future relationship with the agent, his feelings of personal satisfaction, and the overall quality of his contribution. Orientation can be a valuable learning experience both for the local leader and the agent, who needs to know each leader's potential for leadership responsibilities.

● *On-the-job training.* If the fundamental objective of Extension is to help people through education to identify, analyze, and solve problems, then professional extension workers should refrain from making all important decisions about extension policies, programs, and activities. Throughout every day of extension work, we need to seek and even create situations through which we can provide training and practice in leadership and problem solving.

Practically every extension activity provides such ready-made opportunities for local leaders. Committee work, demonstrations, preparing reports, public affairs discussions, business meetings, field trips, project teaching, surveys, long-range program planning, and subject-matter meetings are a partial list of the day-to-day opportunities that agents and specialists can utilize to develop leadership capacity and skills.

A word of caution! While we may enjoy seeing people move ahead fairly rapidly, the jobs assigned a local leader must be within his experience and skill to handle. Putting a person on the spot without much related experience or training may

(See Long Look, page 86)

Schools For Farm Leaders

by W. G. HOWE, *Cattaraugus County Agricultural Agent, New York*

Leaders of county artificial breeders cooperative compare notes on leadership workshop. Standing at right is Extension Sociologist Gordon Cummings; third from right is Associate Agent Paul Mattern.

FOR the past two winters farm leaders in Cattaraugus County have taken part in a new type of meeting —leadership workshops. This experience, they say, has helped them become better leaders of farm organizations.

They do not claim to be golden throated orators nor experts at conducting meetings. But they feel they have a better understanding of their responsibilities as leaders and a new awareness of the importance of good communications in making organizations effective.

These workshops came about as a result of requests from farm organization leaders themselves. They expressed a need for more assistance in these two general areas: how to build more effective farm organizations and their role as a leader in this job; better understanding of what different farm organizations are trying to do at the county level and how they go about it.

Training Programs

Recognizing the real importance of these problems, the extension executive committee authorized the first series of training meetings for March 1957. A second series was held in March and April 1958, as a result of interest developed in the first.

The workshops were attended by officers and directors of nine different farm groups in the county. Topics were decided by a committee of farm leaders concerned with the improvement of farm organizations. Each 2-hour weekly session was devoted to such topics as: how to get committees to function; how to plan better programs; how to hold better meetings; how to give a talk; public relations; how to write a newspaper article; and getting and keeping members.

The nine sessions during 1957-58 were conducted by the county agent and Gordon J. Cummings, extension rural sociologist. The managing editor of a local paper conducted a meeting on writing a newspaper story.

To wind up the 1958 series, a bank's public relations officer spoke on Grassroots of Public Relations at a dinner meeting of the group.

Everyone attending these meetings took part in the discussions and worked in small groups developing news articles and 10-minute talks for a radio series on Our Farm Organizations. Some gave 5-minute tape-recorded speeches on a topic of their choice before the entire group.

This new approach to the old problem of improving farm organizations was highly successful. Typical reactions to the experience were: "Exactly what I wanted," or "It provided the kind of experience I can apply to my own situation."

With such a favorable response, the extension program planning committee scheduled another series this past winter. The main topic for discussion was conducting successful meetings. Groups at the two previous series felt a need for more detailed work on handling meetings.

The 1959 series, again for presidents, chairmen, and other leaders of farm groups, was concerned with such things as parliamentary procedure, keeping accurate minutes, news reporting, and committee work. The group participated in an actual meeting and each individual worked on a committee as part of the series.

As part of their homework the group divided into committees to study and consider educational programs that might be needed in the next 10 years to meet the needs of commercial farmers, part-time farmers, and rural residents. This gave the group a chance to participate in committee action as well as to take a look at what is happening in our agricultural economy.

Role of Organizations

A large share of our agricultural activity is done through organizations and a high percentage of organizational work is done by boards and committees in meetings. People devote much time to attending meetings and doing the business of their organization. Since much important work is done and many vital decisions are made at meetings, they should be conducted to make the best use of time involved.

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CRAFTSMANSHIP

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places to look—a local college library and faculty, high school teachers and administrators, county and city offices, Federal and State offices in the county, public utility offices, chambers of commerce, urban or rural plan commissions, large businesses.

Some data not available can be obtained through simple surveys. High school classes may enjoy getting certain information. Your committee can get some. Use your imagination and improvise. Use your specialists in a new way.

The important thing is to face your committee with significant questions and to supply them or help them supply themselves with relevant facts. Use the committee to help develop questions and most of all to give the facts meaning.

Pleasant Environment

Most important in making committee experience pleasant is to present problems and facts that make sense to the members in their own terms. Be sure they learn something or make an important decision at every meeting.

And there is more. Be sure your meeting place is pleasant. Seat the committee so that everyone faces everyone else. Refreshments after each meeting contribute to a friendly atmosphere and also create an opportunity for members to discuss problems further. Provide tables, not just chairs.

Work to make the group feel important. Tell them that they are. Occasional individual contact with members helps. In fact, it's a good idea to invite each member personally onto the committee and to explain its purpose at that time.

This committee will perform just about as well as they think you expect them to perform. They will react toward you the way you act toward them. If you treat them with respect, not with either a subservient nor an indifferent attitude, they will treat you with respect.

These things will help.

- Take their findings and recommendations seriously. If you ask for advice, follow it, even though you may not agree. Demonstrate that the committee's decisions have force.
- Start and stop meetings on time.
- Be sure there is a definite agenda for each meeting. You need not prepare it; a subcommittee can do it, but be sure it is prepared.
- Keep a complete and orderly record of proceedings.
- The day after a meeting, mail a concise summary to every member. If the committee agrees, make a news story of each meeting.
- About a week before a meeting, send a reminder with a summary of the agenda.

Some of the foregoing are more important than others. But they have all been tested, both in the theory of how groups operate and in practice.

You have plenty of ability and leadership in your people and plenty of resources at your command. There is no magic in doing a good job in Program Projection. It doesn't require genius or born talent. It requires careful craftsmanship, and you are the one to control that.

LONG LOOK

(Continued from page 84)

work sometimes; it may also ruin a good potential leader.

Small successes build personal confidence and encourage one to gradually accept more difficult tasks. Likewise, routine jobs given over and over to the same person will soon kill interest.

- *Workshops.* Workshops are the third dimension of leader training. We learn by doing. If a local leader needs help in becoming a better presiding officer, speaker, discussion leader, teacher, or program chairman, he should have a chance to learn and practice different ways of doing things—freedom to explore and even make mistakes.

A deeper understanding of agricultural problems requiring leadership, skill practice, and attitudes of self-confidence are the objectives of this kind of training. For agents, a leader workshop can be a chance to involve local leaders in planning training based upon their needs, a challenge to do some teaching in public affairs and group methods, and a chance to observe potential leaders in action.

Unfortunately, workshops are too often thought of as a panacea for all leadership problems. The best conceived workshop cannot make up for a negative philosophy, poor selection procedures, or inadequate orientation and on-the-job training. Workshops can be worthwhile, but they are only one part in a leadership development program.

Reward Good Work

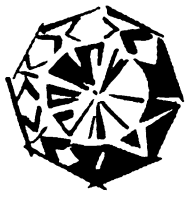
The fourth phase of leadership development is recognition. We should never take the time and effort of local leaders for granted. They are entitled to know how and in what way they have contributed. While part of their take-home pay may come from the knowledge that they have performed a useful service, this is not enough. Some form of personal recognition from the agent—a phone call, letter, or home visit—will probably mean more than a banquet and a speaker telling them how wonderful they are.

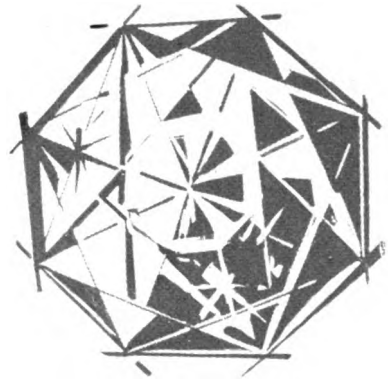
Finally, we should learn local leaders' strengths and weaknesses as a basis for designing or improving our leadership training program. We do not need elaborate evaluation tools to begin deepening our insights.

We should ask ourselves more questions. Why did Mary Smith fail to show up for training school? Did she understand what was expected of her? How was she selected? Was she pressed with other responsibilities that needed to come first? Has she had sufficient training? Did she feel insecure about going to the training school alone for the first time?

We need to study the leader drop-out problem with the same objectivity we would recommend to a poultryman whose egg production is going down.

Extension workers reveal their effectiveness by the degree to which local leaders accept responsibility. The extent to which local leaders accept responsibility will depend on the agent's philosophy, selection procedures, training opportunities, and recognition received. Continuous evaluation is needed to keep us informed as to how we are doing.





PICKING DIAMONDS from the ROUGH

by PAUL CREWS, *Suwannee County Agent, Florida*

DISCOVER and develop lay leaders to spearhead the program. That was one of our first needs when Suwannee was selected as a pilot county for Rural Development.

We knew that a successful Rural Development program would mean the attainment of many long-sought goals. And we believed that, by full cooperation and through the efforts of local people, progress of the county would accelerate and both farm and nonfarm people would enjoy higher standards of living.

Involving Others

The county Rural Development committee decided that the first step toward a sound action program should be to gather facts—people's desires, incomes, education, occupations, abilities, attitudes, and skills. Various means of obtaining the information were discussed and we finally decided that it would be most beneficial to allow local people to complete questionnaires for themselves and their neighbors.

There were several reasons for letting lay people make the survey. This would give everyone interested an opportunity to work and they would acquire a vested interest in the program's success. It would enable potential leaders to develop their skills in working with people.

Questionnaires were prepared and the general public invited to a county-wide meeting. Maps were used to divide the county into 54 sections according to known neighborhoods. Progressive men and women in each neighborhood were given copies of the maps and supplies of questionnaires. They were asked to complete a questionnaire for every family in their neighborhood.

Some neighborhoods were soon completed while others were almost completely neglected. The process of discovering potential leaders had begun. Also we realized that some people we had thought to be leaders were not willing to work on such tasks. Those who had leadership ability and were willing to work soon proved their value.

Checking Results

After the questionnaires were completed, they were sent to extension specialists at the University of Florida for tabulation and analysis. Information from the survey was mimeographed and made available to interested people both within and outside of Suwannee County.

At another county-wide meeting, the survey results were discussed. We found that those people who had been most active and willing to work in the survey again were showing their interest by taking an active part in discussions regarding future developments of the county.

When the county Rural Development Council was formally organized, some members were people who previously had taken little active part in community affairs but who were rapidly attaining the role of leaders. Having become involved in Rural Development, these new leaders were useful in other phases of the extension program.

A New Discovery

One good example of the development of a lay leader is Charles Taylor, who retired from a nonagricultural career and moved to Suwannee County in 1955. At that time, I visited his farm to welcome him and explain our program. He seemed to be just another person moved to the farm to spend the rest of his days quietly. His background didn't suggest that he might assume a leadership role in community activities.

When the first Rural Development meeting was called, Mr. Taylor attended and expressed extreme interest. He continued to attend every meeting and was one of the first lay leaders to complete the survey questionnaires in his neighborhood. When the county council was organized, he was elected chairman. Mr. Taylor has eagerly given time and effort to promote the ideas which were responsible for his movement from a quiet, retired life into one of active public service.

Most outstanding members of the county Rural Development subcommittees, particularly the agricultural subcommittee, are people whose leadership is being developed. Our experience proves to us that leadership develops when people are given an opportunity to express interest through active participation and to do the kinds of things that they consider useful.

Some of our best leaders are people who may have been bypassed in previous programs or in previous years. Extension should seek out and pick these diamonds from the rough.

Clothing Program Develops Leadership

by MARION C. SIMON, *Ford County Home Adviser, Illinois*

WHY can't we have this, too? This question was asked at our county program planning meeting in 1953.

The query was put to me because several cooperators on the program committee had learned of the successful clothing construction schools held for 4-H Club leaders the preceding year.

As I gave serious thought to the request and considered the over-all county program, I saw such a project as an excellent way to develop leadership for both adult and youth programs. And even though such a program would require considerable study on top of a heavy workload, I decided to go ahead.

Setting Up Goals

The first step was to establish goals. The first goal for the women was that they be smartly dressed, regardless of individual family incomes. Ford is a rural county with no towns of more than 3,000 population. Average income is slightly higher than the national figure.

Another goal was development of leadership. This meant that some of the women would have to forget a number of the techniques learned "on their own" and accept new ones. Then they would understand basic clothing construction principles that they could pass on to other members and to 4-H girls.

We had held some 1-day workshops on clothing construction techniques in 1952. I knew that the women wanted and needed more work on pattern selection and garment fitting. They also needed more information on fabric selection and handling. And they needed up-to-date information on construction techniques and selection of accessories.

The program was set up with four projects in this order: construction of a simple cotton dress, an advanced cotton dress, a street or church dress made from a material other than cotton, and a tailored garment. Local leaders who completed the simple cotton dress under my supervision were to make the second dress on their own.

The third dress would involve a few hours of additional training in new techniques, after which the cooperator would sew at home. She could ask for my assistance as needed. For the tailored garment, I would serve as a consultant since it would require some new techniques and rather close supervision. I would work with small groups in communities and with individuals in the office.

Stages of Progress

Each cooperator was to start with the first garment, regardless of previous experience, and skip no steps. But she could stop the work whenever she wished. The idea was that each should progress as far as she wished.

The project gained momentum as time passed. Women of all ages, from 17 to 70, sewed. For some, the program developed into a family affair. Some husbands suggested the purchase of new machines. A number volunteered as baby sitters while wives attended classes.

It took four years to get all phases of the program into orbit. To date 189 women have made the first dress and 75 have made the second. Fifty-six have made the third and 20 have completed the unit on tailoring. This year is expected to show a far greater percentage of completion.

Of the 189 women, a total of 47 are now adult clothing leaders. And 15 of them also work with 4-H clothing leaders. Those leaders working with 4-H girls are teaching all types of garments, from the simple cotton dress to the tailored suit.

Although finding time to attend classes has been difficult for some of the women, interest has never lagged. At present there is a waiting list for training.

Determining Results

After six years we can begin to measure results. 4-H clothing construction has improved immeasurably. Older girls who used to stick with cotton because "I can get an A with that," now are anxious to try more difficult problems. Mother-daughter teams are becoming proficient in fitting each other's garments.

Several cooperators have given construction demonstrations for high school adult classes. Still others are consulted as "authorities" by women in their home communities.

It is impossible to know how many have been given information which leaders acquired from the program. However, 10 women reported last year that they had given information or other assistance to 37 women.

One homemaker, living 30 miles from any town of appreciable size, is sewing for others. She has made 250 garments since 1954.

She says, "I had to forget my own methods while taking the class work, and even now I use only one or two of my former techniques. If the lessons did nothing else, they gave me confidence, which made the effort worthwhile."

Cooperators are reading and talking about clothing more than ever before. Some no longer buy ready-to-wear garments because they can construct better ones than they can afford to buy.

The program has developed far beyond my expectations. We are moving toward the goal for women to be smartly dressed regardless of income. And leadership is on the upswing throughout the county.

Leaders Learn to Teach

HOW WE DID IT

by BETTIE L. ELDRED, *Graduate Student, Cornell University*

LOCAL leaders usually know *what* to teach. They want and need to learn *how* to teach.

As home demonstration agent in New York's Delaware County from 1956-58, I heard local leaders voicing this need for special help with teaching skills. Subject matter training schools usually devoted a few minutes to reviewing lesson outlines, but the leaders said they didn't get enough specific help with teaching methods.

In our home demonstration program, prerequisites for volunteers or selectees to attend district classes are the ability to drive and the time to give. The prerequisites were established after analysis of a questionnaire sent to 145 members who attended an officers' and leaders' workshop. The latter dealt with general meeting problems and the responsibilities of members.

Problems Named

Findings from the questionnaire were presented to the home demonstration department's executive committee. Then they attended program planning meetings of units and heard the all-too-common cry, "But, I don't know *how* to teach!"

Planning unit lessons, leading discussions, and demonstrating were problems frequently mentioned by the leaders. So these problems were presented to the entire membership. What could be done about this? The members voted to have a workshop in September 1958 specifically for project leaders.

In holding such a workshop, conditions needed to be set for people to learn. First we recognized that how the meeting was planned and what the participants did at the meeting would determine whether it would help the leaders become better teachers.

Four State specialists worked with us formulating plans to stress teaching skills, principles, and to provide for evaluation. Then our county extension staff set up an objective for the "teaching how to teach" program.

Program Aims

During the 1958-59 program year we wanted about 100 project leaders to develop and apply skills in teaching and to gain an understanding of some guides for teaching. Three specific objectives were to help unit project leaders:

1. Develop a usable knowledge of teaching skills in: demonstration techniques applied to a clothing project, discussion techniques applied to a home management project, and planning techniques applied to a family life project.
2. Gain an understanding of guides for teaching.
3. Apply the above skills and principles in lessons they teach.

As leaders arrived at the workshop, they filled out a check list on teaching methods and principles. This list established a benchmark as to where the leaders felt they were at that point in their knowledge and understanding of teaching.

Involving Leaders

The executive committee, specialists, and agents had agreed that participation of local leaders in "showing-how" sections of the program was important. These leaders were on the "nonprofessional-technique" level of the membership and it was expected they would make situations more meaningful to the leaders than a specially trained professional worker.

A family life unit leader explained planning techniques she had used for a project. She outlined her procedure of publicizing, working with members before the meeting, readying the meeting place, preparing visual aids, outlining the lesson, planning ways to get member participation, and providing take-home bulletins.

Ideas brought out by this leader were pinpointed by the family life specialist, who held a question-and-answer period on individual planning problems. This part of the program stressed the means by which local leaders could expand unit lessons from the information obtained at subject matter training schools.

Two home management leaders summarized their unit's discussion-demonstration on housecleaning as an illustration of combining teaching methods. They stressed that a combination makes more effective teaching and better learning because people differ in their ability to do both of these. Advantages of the discussion method were shown—bringing out different ideas, finding out problems, clearing up misunderstandings, and emphasizing mutual understanding.

Telling and Showing

The home management specialist pointed out highlights of discussion-leading and method-combinations. She helped the audience think through some of their own teaching problems in these areas.

Two unit clothing leaders showed effective demonstration techniques while making a collar. Outlining demonstration steps, practicing, preparing a working place, and making illustrative materials were points stressed in this how-to-do lesson.

Clothing specialists clarified major demonstration techniques and answered questions from the audience. They emphasized the need for a demonstration to be organized in logical sequence so that this live, practical experience can be readily followed at home.

The rural sociologist summarized the teaching principles and guides used in the planning, discussion, and demonstration portions of the program. As a further aid to under-

(See Leaders Learn, page 92)

Leader Training in Depth

by **ROSSLYN B. WILSON**, ***Assistant Editor*** **and**
GEORGE FOSTER, ***4-H Club Specialist, Tennessee***

How many 4-H Club leaders can your county use?

Is your answer, "As many as we can get," or "We could never have too many?" If so, you will be interested in Tennessee's 4-H Club Leader Training in Depth.

The objectives of this approach are to train leaders so they can effectively guide activities of local 4-H Clubs or project groups on their own on a year-round basis and to provide extension agents with a "packaged" leader-development program. The training got underway in 1958 in three pilot counties, and is now being done in 10 more counties.

Training in Depth starts with local agents looking at their 4-H program and its specific needs for leadership. Agents then work with the State 4-H department to arrange seven training sessions for leaders—people the agents think are or might be interested in 4-H leadership of any kind.

Other organizations interested in 4-H work, such as county 4-H leaders organizations, citizens committees, and 4-H councils, are brought in on the planning and arrangements. The 4-H department arranges instruction for the sessions.

What We Teach

Training classes discuss the essentials a volunteer leader needs to know to guide 4-H Club activities. At these meetings, leaders and potential leaders learn 4-H philosophy, objectives, and purposes.

They learn how to help 4-H Club members organize clubs and plan programs, how to encourage and lead youngsters in project work, how to help them conduct club meetings, how to plan and work with special events and activities, what sources of help are available, etc. Certificates are presented to leaders who attend at least 4 of the 7 meetings.

Training is based on the assumption that volunteer leaders are vital to 4-H work, and that the best way to multiply the effectiveness of extension agents is through wise use of volunteer leaders. It assumes that leaders who volunteer their services deserve training and tools to do the job effectively, that leader training should be adapted carefully to local conditions, and that volunteer leaders are willing to give time to get thorough training if it is made worthwhile. A good example of the accuracy of this last assumption is a school teacher in Putnam County who canceled an appointment with her doctor and hired a substitute in order to attend a training session.

Job Volunteers

Leader Training in Depth is already having its influence in Tennessee 4-H Club work. For example, in Wilson County, 60 4-H leaders received certificates for attending four or more of the training sessions. Of these, 46 agreed to serve as adult leaders of organized 4-H clubs and 31 agreed to serve as county-wide or community project leaders.

Fifty-three said they would visit as many 4-H'ers as possible during the year; 50 would help plan and conduct a field day, picnic or party for their local club. Forty-three agreed to conduct one organizational meeting of their local club; 44 to conduct one educational meeting; and 48 to conduct one recreational meeting.

Forty-one agreed to help members keep and assemble 4-H record books; 34 to get judges for local contests. The agents thus have a trained and enthusiastic corps of 4-H leaders ready to help with the county program.

Franklin County agents are enthusiastic about this way of training leaders. Each meeting attracted more leaders than the previous one—evidence of sustained interest on the part of those attending. With this training program, they know better how to serve as 4-H leaders.

Mrs. Jane Arnold, assistant home agent, sums it up: "The 4-H Leader Training in Depth program provided valuable materials and training. The interest and work of the leaders is already visible. We hope that this leadership training will expand the county 4-H program."

Frank Brown, assistant county agent, cites response to the public speaking program as an example of the good that comes from the course. "One hundred percent of the clubs with leaders attending the training course had a local public speaking contest. In all, 424 boys and girls participated in the county."

Promising Future

From the experience so far, the 4-H Leader Training in Depth program seems to have a great deal of promise for Tennessee 4-H work. An average of about 50 leaders have received certificates in each county, with an equal number attending one to three sessions.

The State 4-H staff is encouraging extension agents from other counties to look in on the sessions where the program is underway. Neighboring States have also expressed interest in the approach and have asked to attend some of the training meetings.

To build the best possible 4-H program, and to make sure the day will come soon when a good 4-H Club is in reach for every rural boy and girl of 4-H age, we must train our leaders and use our leaders. Leader Training in Depth aims at this goal.

Editor's Note: The Tennessee staff gives credit to the Federal Extension Service and many States for help in developing this program.

Building Confidence in Young Leaders

by DOROTHY EMERSON, *Associate*
State 4-H Club Agent, Maryland

WHEN I get up in front of people, I'm scared stiff. I'm afraid I'll forget what I'm going to say. I get butterflies in my stomach. I just dread talking before my class.

These are comments of 4-H Club members at the opening of a session on Confidence for Leadership. These 4-H'ers are setting the stage for teaching and discussion that will meet their needs. Comments vary but the feelings are always the same —self-consciousness and fear that they will not know what to do or say.

How do we help build confidence in these young leaders? First we talk about ideas. Everything we can think of is basically an idea—the table, chairs, clothing, the meeting itself. All anyone will ever need for talks and activities are ideas. And ideas are always present. Beethoven said he pulled them out of the air for his music.

We teach that people must learn to listen in order to have ideas. They must learn to blank out the maze of thoughts centered on themselves. Our group practices listening to see how long they can keep their minds on the subject of 4-H Club work. It's surprising how much 4-H'ers discover they know about this subject as they listen with their eyes closed.

Then our young people experiment by listening without any special idea in mind. What noises do they hear? What are they thinking about? When they listen, their thoughts are turned outward, away from themselves. So the group discovers that listening helps get their minds off themselves and tuned with ideas.

Visualizing Ideas

The next step shows the group how this exercise works practically for the one in front of the audience. A volunteer stands and the leader gives him an idea word. Various words may be used—spring, snow, vacation, dogs, boats, trees, etc.

The minute the volunteer hears the word, he is to "go blank"—allow no thought in his mind but what this one word brings. He must start talking at once, saying anything that comes to mind about this idea word. Ideas always come if the speaker visualizes the idea word and its associations.

After this short talk, the leader asks other members of the group what they were thinking about while the volunteer was talking. Practically every member had translated the word into his own experiences. They weren't thinking about the speaker.

This demonstration helps put speakers at ease. Once they understand that people are not thinking about them but about the idea, they lose their self-consciousness. They learn to stay with the idea, to let the idea talk for itself.

The 4-H'ers learn that a pause between ideas is refreshing. The audience uses this pause to think about the idea; the speaker uses it to think about what he will say next.

Impersonal Ideas

Usually club members talk about their own experiences and thoughts. Does this sound conceited? No, that's what makes a talk interesting. Club members learn that people like to know how ideas look and feel to others. And all ideas are impersonal, even when they exist in your personal experience.

For more practice, the 4-H'ers break up into small groups to exchange idea words and short, spontaneous talks. These young people tell about something they value and enjoy in their home, school, or 4-H Club. Ideas must be valued if they are going to be appreciated and enjoyed. The more we love ideas, the more we want to share them with others, and it becomes easier to talk.

Public speaking is approached from another angle, too. Club members practice reading aloud, just a few lines at a time. This becomes a personal lesson for each member as he takes his turn, and the rest of the group learns from the coaching.

Story telling is the next step. After the leader tells a short story, the

(See Building Confidence, page 95)

HUMAN RELATIONS

(Continued from page 78)

behavior were a part of the study group materials. Agents filled out these check lists at the beginning and end of the training session and will do so again after they have conducted their study group programs. As a part of the training experience, agents' responses will be discussed with them later in the year.

In a practical effort to keep the specialist-agent relationship open and productive, these agents are experimenting with a weekly meeting diary. After each meeting in a series, the agent sends the specialist an informal written discussion of any aspects of the meeting which concern her, including her own performance.

The specialist returns written comments meant to support the agent's efforts to meet the challenges of the actual program situation. Since most of these notes and comments can be reproduced and circulated, interaction among agents continues after the training sessions are finished.

Increased emphasis on helping people develop themselves makes it more important than ever for each of us to have a growing philosophy of human relations. To enlarge our understanding of human behavior, to better understand the group as a tool for teaching, and to enhance appreciation of the direction our work with people can legitimately take, are significant reasons for undertaking training in human relations.

MATCH THE ROLE

(Continued from page 77)

must deal with some of the problems of inter-personal and intra-group relationships which are bound to arise. The therapeutic leader can also help carry on leadership training programs and develop more effective techniques and methods for working with groups.

As far as the individual development aspect is concerned, we must call on the educational leader, aided by all the others. Without the leader who is consciously an educational leader, individual development and fulfillment will probably not come about.

To carry out these varied leadership responsibilities effectively, every extension worker must, at different times and in different ways, be each of these four leaders. In some situations, you must assume the cloak of the charismatic leader. Much of the time you will operate as the more pedestrian but extremely necessary functional leader. In other situations you must assume the role of the therapeutic leader. And you have a continuing task to perform as the educational leader.

Clearly then, the extension worker must be a *multi-purpose leader*. But this brings us back to the question of whether one person can wear these many cloaks and assume these many roles.

Again the answer seems rather obvious. The extension worker must develop the awareness, sensitivity, understanding, and skills which will make it possible to fulfill the four different roles as they are demanded in different kinds of situations.

Developing Your Leadership

To develop this kind of understanding, sensitivity, and skill, certain characteristics of a multi-purpose leader can be outlined. These are not inborn characteristics, but ones which can be learned and developed.

First, the leader must look upon leadership as a role and as a function of the situation in which he is operating rather than as a personality trait. He must realize that different kinds of situations will call for different leadership roles and methods. He must see himself as a person who can analyze the demands and requirements of the situation and who can adopt the kind of leadership most appropriate to it.

Second, the leader must be sensitive to demands created by the goals involved in the particular situation. He must be sensitive to the people involved, their attitudes and their expectations. He must be sensitive to how he reacts to the group and how they react to him, so his behavior can be guided accordingly.

Third, the leader must continually be aware of two different kinds of goals which he is trying to accomplish. These are goals relating to achieving the particular task and goals relating to the development of the individual and group involved in the situation.

Finally, the leader must be flexible enough to assume the various kinds of leadership as they are required in the different situations confronting him.

Multi-purpose Leader

At this point you might well ask, is multi-purpose leadership really possible? If so, what kind of training is required? Where can you find leaders of this kind?

The answer is all around us. Take a good look at some of the most effective leaders in any organization. You will find that they possess most of these characteristics. They may not be aware of their sensitivity and flexibility but they will operate in such a manner that one knows they have such insights and sensitivity on a built-in basis.

Once a leader understands the need for multi-purpose leadership and for a variety of leadership roles, he will almost automatically develop a better understanding of the situation in which he is operating and of the need for continuing sensitivity to it. As he develops this understanding and a deeper sensitivity, he can no longer continue as a leader unless he also becomes more flexible.

LEADERS LEARN

(Continued from page 89)

standing the teaching methods and principles, printed reminder guides were given the leaders.

In the months since the workshop, extension specialists working in Delaware County have noted improvements in leader preparations to teach. But the supreme test is to come.

As a part of my graduate work, I am surveying counties to determine what method help is most needed and where it best can be given. I have prepared a questionnaire that will test whether this pilot workshop helped to increase teaching skills and understanding among leaders. If these have been accomplished, such a workshop may be one usable device for teaching "teaching" to home demonstration leaders.

Youth Learn Why and How

by **HARLAN GEIGER**, *State Older Youth Leader, Iowa*

AFTER attending leadership camp, I feel that I have a definite role to play as part of a group. I learned how a group functions, what makes it work smoothly, and how to stimulate participation.

This was the response of one young man after attending Iowa leadership training camp. His feeling was shared by fellow delegates after a busy week in which they found themselves "knee deep" in group dynamics.

The Iowa Leadership Training Conference for Young People was organized 10 years ago with the idea that the most important factor in developing leadership responsibilities is the need for developmental experiences. By giving young people a chance to use their formal training in realistic situations, we feel that the effectiveness of the conference is greatly increased.

The objectives of the training conference are 5-fold: to give delegates an opportunity to gain an insight to themselves, other people and how people are motivated; to develop understanding as to how groups are formed, how to set group goals, and why groups act as they do; to increase understanding of the roles that need to be played to make a group productive; to gain understanding of group techniques and to increase skills in their use; and to improve human relation skills.

Paving the Way

The first step is to create a good training atmosphere in order to build as quickly as possible a close group feeling with 80 to 90 delegates and 15 to 20 staff members. The staff meets before the young people arrive to correlate plans for the coming week. The next morning the young people are given a hearty greeting from staff members, who assist them in setting up living accommodations. In a few minutes strangers become friends.

The next step is to present concentrated subject matter on group dynamics. To accomplish this, delegates meet with staff members during the morning to discuss and analyze group behavior by means of flannelgraphs, dialogues, group discussions, film clips, role-playing, tape recordings and play-backs, and listening teams. Then they use evaluation sheets to study the effectiveness of the techniques.

By using several different techniques in the presentations, we accomplish two objectives. We use effective methods to present college-level material and give the young people a chance to evaluate the methods.

Folk and square dancing are fun, as well as part of experience in recreation leadership.

Teaching by Experience

The third essential in leadership training is to provide some developmental experiences so the young people will have a chance to apply some theory learned during the week-long camp. This provides an opportunity for them to make decisions, plan and conduct programs, and see that daily living tasks are performed.

At the first session, delegates are told that they have 24 hours to get acquainted and learn the operation of the camp so they can operate it themselves. The staff sets the pace the first day and then remains available for counsel and guidance.

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A CANDID LOOK

(Continued from page 75)

Concern can be shown in the actions of an adult, but I question if it can be engendered in an adult by others.

We urgently need bedrock thinking about the essence of leadership. If you do not agree with my definition, I hope you are challenged to develop your own. But keep it basic.

If we dilute the meaning of leadership, we may also water down the operation and function of leadership. And I question if we can afford such inflation.

We say leadership is essential to democracy. It is far more than that. It is essential to civilization itself. It is civilization's antidote to indifference, inaction, stagnation, and decline.

Leadership is the only force that can halt and reverse the course of events. Without leadership, events drift and institutions decay. A crisis of decision too often means a crisis of leadership.

Measuring Up

Let's examine, as individuals and as an organization, the quality and effectiveness of our own leadership.

What gauge can we use to measure ourselves against the demands of our particular job? How adequate is our information and knowledge for solving problems at hand? How adequate is it for anticipating new problems?

Do we welcome new ideas, search out new developments, record the changes occurring around us? How about our concern for people? Have we permitted fatigue and frustration to dim its luster so that it no longer shines through our actions?

What about the lodestone we use for discovering leadership potential? Can we spot the really influential people in a group, in a community? Do we listen for the comments that will give us the proper cues? Do we study people in a situation to determine who casts the deciding vote?

Have we retained our sensitivity to feelings and attitudes? Do we consider feelings as part of the facts? Do we seek and search for the knowledge, understanding, and skills needed to weld individuals into an effective planning and action group? Do we help volunteers acquire this same training needed for effective growth and development?

What about our attitude toward the volunteers who share our load? If we have real qualities of leadership, are we willing to recognize this fact and permit them to function as leaders? Are we willing to surrender to them the responsibilities that real leadership must assume?

This concern with the essence of leadership is basic to the future of Extension. The Scope Report cannot be implemented without leadership in our own ranks. The additional responsibilities it spells out cannot be discharged without the use of many more volunteers in a leadership capacity.

Implementation of the Scope Report offers the ultimate acid test of extension leadership. It may also be the ultimate test of the usefulness of extension work in this new era.

PLAY COMMITTEE

(Continued from page 81)

exactly opposite to what has been done, use analogies of other games, or assume a different place or time or unlimited money.

The *challenger* will test the ideas for practicality, for social approval by other groups in the community, for safety, for conformity to the long-time goals of the group. He may also test by other criteria relevant to the topic.

Practice Sessions

A committee team needs a warm-up session before settling down to serious play. The members must learn each other's points of view and establish the roles to be played so that each can express himself freely without penalty of being "out-of bounds."

The chairman can help establish a satisfactory social climate or playing field. If the chairman does not have the personality equipment to perform this role, some other player may assist in establishing a good social climate. The physical arrangements of the "field" can help, too.

Committee is a free-wheeling kind of game. The authorizing group will decide if there are enough scores to call it a winning game. The reward for winning is likely to be that of playing a tougher opponent next time.

Extension people are general managers for the games in progress. Several games may be played at the same time in different rooms if each player is trained how to play.

Play committee!

VENTURE

(Continued from page 83)

leader should suggest that they appoint a temporary committee to give the matter further consideration and to carry it forward to the next step.

Here is an opportunity to get community leaders to give the program the endorsement or sponsorship it needs. Let them know that their committee membership is one of sponsorship and endorsement and that the program is not going to be loaded onto them.

Followup is important. If community planning is to be a continuing function, the agent will have a continuing educational job to keep the group motivated as they develop the understanding and skill necessary for cooperative program planning and action.

A Final Look

Creative endeavor in program planning is still in its infancy. New possibilities in group development and social action are only now appearing on the horizon. There are no simple, standardized procedures that guarantee success. Instead program planning is a challenging venture into the realm of complex human relationship —people with diverse backgrounds and personal differences, social complexity, and unique situations that are continually changing. Program planning is in many ways an art.

The unpredictable and variable elements in this process often make one hesitant to venture into the realm of social action. Extension, however, does not sail blindly in this venture. It is backed by years of growth and maturity and has alert minds to encourage new techniques of planning through which the future work of Extension can be upgraded.

WHY AND HOW

(Continued from page 93)

As a result, the group organizes and begins supervising the operation of the dining room and kitchen; organizes and publishes a newspaper; and plans parties, matin services, campfire programs, and leisure time activities.

At one camp, a conflict was devised by a specially instructed group to illustrate individual and group roles and internal group dynamics. A watermelon feed was planned without consulting the camp council. Discord developed over the issue and most campers found themselves in the controversy. The issue lent itself to several discussions and pointed up the value of providing actual experiences for use in leadership training through the study of group dynamics.

The two experiences — organizing and operating the camp and the conflict situation—are examples of what we try to do at the conference. Our philosophy is to avoid a week of hard study on theory of leadership, but rather to combine theory presentations with actual situations and opportunities to observe and display group behavior and leadership ability. This gives the young people the confidence and skill to become better leaders when they return home.

Camp Evaluations

E. J. Niederfrank, Federal extension rural sociologist, in his evaluation of the camp noted that it provides significant training in leadership development based on a sociological and psychological context, which is so important in true leadership and group development. He went on to say that heavy subject matter is presented, but it is interpreted so that it becomes understandable and usable.

The camp stimulates young people to be of service and offers an individual challenge to them. One young man wrote, "I came to goof off and have a good time. However, I got a completely new outlook on life at leadership camp."

He had been fairly busy in community activities and decided it was time to drop the 4-H Club he had been leading. As a result of camp, he continued his 4-H Club leadership, became chairman of the county drive to raise funds for the State 4-H Club, and finally became an International Farm Youth Exchangee to India.

Results like this cause us to look forward to planning another leadership training camp. We never dreamed that we could accomplish so much in so little time with young people. But we think our training conference has been well received and has produced many rewards for the young people of Iowa.

BUILDING CONFIDENCE

(Continued from page 91)

group is asked to recall the story incidents. Then one member is asked to start retelling the story in his own words. At some point another 4-H'er picks up the story and is followed by several others. The story often has some new twists but we encourage each one to give his own version. Then it has the ring of sincerity.

From here it is a natural step for a club member to tell his own story. One person who has had considerable club experience (and preferably does not realize how much he has done) is chosen for the demonstration.

Fellow club members ask questions. They stay with each idea until they have pulled out all the information possible. If a friend takes notes, the club member has his narrative report outlined and ready to write.

It is amazing how much a club member has forgotten that can be recalled by questioning. We always recommend the question technique in preparing talks or written reports. What is the purpose? What do people want to know? If you have the feeling of the purpose, your work is half done before you start.

At the close of our meetings each club member is asked to tell one point that has meant the most to him. Most of them have a different point in mind, but each makes a statement in his own words. This, too, is a speech.

This type of teaching is used for many different phases of the 4-H Club program. It is equally adaptable for training demonstration and judging teams, club dramatics, role-playing for job interviews, and program planning. It builds confidence in young leaders.

FARM LEADERS

(Continued from page 85)

Farm organizations have an increasingly important role to play as spokesmen for farm people. Through organizational meetings, farmers discuss problems, formulate policies, and decide on action to be taken. Leaders of county farm organizations recognize this and are constantly striving to improve the meetings of their organizations. This has been the prime objective of the 1959 extension leadership workshop.

Agriculture needs efficient production methods and competent business managers on our farms. It also needs sound, skillful, and dedicated leaders in its farm organizations, particularly at the county level. Meeting the first part of this challenge has long been recognized by Extension as its job. Meeting the second part through leadership training provides a great opportunity for Extension to serve agriculture and American society.

Monthly Revisions in Publications Inventory

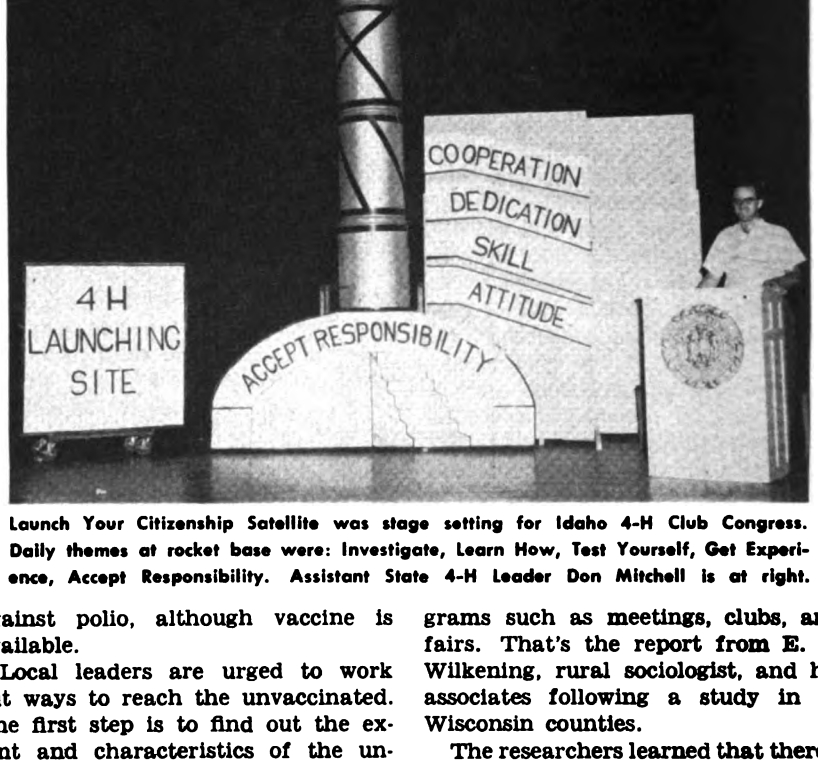
The following new titles should be added to the Annual Inventory List of USDA Popular Publications. Bulletins that have been replaced should be discarded. Bulk supplies of publications may be obtained under the procedure set up by your publications distribution officer.

AH 138	Dairy Economics Handbook—*New*
F 1018	Shipping Fever of Cattle Hemorrhagic Septicemia, Stockyards Fever, Swine Plague, Fowl Cholera, etc. —*Reprint*
F 1916	Beef Cattle for Breeding Purposes —*Reprint*
F 2129	Growing Soybeans—*New*
F 2133	Growing Safflower — An Oilseed Crop—*New*
L 383	Poultry Mites — How to Control Them—*Revision 1959*
L 389	Cantaloup Insects in the Southwest —Revision *1959*
L 445	Electric Heating of Hotbeds—*New*

The following is discontinued but county offices may use any copies they have on hand. The title should be removed from the inventory list as USDA supply is exhausted.

AB 149 Bunker Silos—*Discontinued*

NEWS and VIEWS



Launch Your Citizenship Satellite was stage setting for Idaho 4-H Club Congress. Daily themes at rocket base were: Investigate, Learn How, Test Yourself, Get Experience, Accept Responsibility. Assistant State 4-H Leader Don Mitchell is at right.

Chemical Handbook

Handbook of Agricultural Chemicals by Lester W. Hanna. Route 1, Box 210, Forest Grove, Oregon

This second edition contains over 450 pages and discusses over 1,000 commercial chemicals and miscellaneous items used in the agricultural industry.

It would provide a ready reference for county agents and specialists concerned on pesticide toxicity, registration, and residue tolerances, the Miller Bill, antidotes, formulae, measures, and tables, as well as a description of the different pesticides and their uses. Other pertinent information is also covered.—*M. P. Jones, Federal Extension Service.*

Action Needed

Organized community action against polio is urgently needed, the National Health Council reported following a recent meeting of health, medical, and social workers. Studies show that more than half of the Nation's population is not yet protected against polio, although vaccine is available.

Local leaders are urged to work out ways to reach the unvaccinated. The first step is to find out the extent and characteristics of the unprotected groups. Knowing who they are and why they have not been protected will provide a sound basis for a community action program.

Any person or group can serve as a spark plug to stimulate community action. If action is underway, offer to cooperate. If action is not underway, help stimulate it by seeing your health officer, medical society, or National Foundation chapter.

Reaching Most with Best

Wisconsin extension agents use many methods to inform farmers and homemakers in their counties. But they like best to work with groups through organized extension programs such as meetings, clubs, and fairs. That's the report from E. A. Wilkening, rural sociologist, and his associates following a study in 30 Wisconsin counties.

The researchers learned that there's considerable difference in use of communication methods by agricultural, home demonstration, and 4-H Club agents. Home demonstration agents rely almost exclusively on organized groups for communication, while agricultural and 4-H Club agents make heavy use of personal contacts and mass media, as well as working with groups.

Agricultural and home demonstration agents like newspapers best as a mass communication method but 4-H Club agents prefer circular letters. All the agents ranked newspapers and circulars as either best or second best way of mass communication method.

EXTENSION SERVICE Review

MAY 1959

YOUTH DEVELOPMENT

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. 30 **May 1959** **No. 5**

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

Some of you have already heard and read about Extension's 10 new objectives in youth development. Others will be getting acquainted with them in this issue.

As you read these objectives and how they are being interpreted in 4-H projects and activities, I hope you won't think, "What? Another new extension program?" No, these objectives don't represent a "new" program. They are a 1959 model of a youth program older than Extension.

I heard this idea about "new programs" expressed well on a trip to Alabama a few months ago. I was visiting with Director P. O. Davis, who retired last month after four decades in extension work.

He said, "You know, a lot of people in Extension get the wrong idea about Farm and Home Development, Rural Development, Program Projection, and so on. They say, 'Well, here comes another new program. I wonder what they'll think of next.'

"They're wrong," Mr. Davis went on. "These aren't new any more than a 1959 car is a new development. It's a new model, sure, but it still has four wheels, a radiator, battery, etc. It's just an improved version of the basically same automobile.

"The same thing is true of these extension activities," he added. "Farm and Home Development is just a modern version of something Extension has been trying to do for a long time. We have to keep up-to-date if we're going to get the job done."

That's why we have 10 modern objectives in youth development. These objectives recognize the changes taking place so rapidly in agriculture and enable youth workers to keep their programs geared to the times.

This "new model" doesn't discard any of the time-proven values that have helped make 4-H a vital force in the lives of millions of young people. It strengthens them. And it adds some timely features—increased emphasis on science, for example—that can take extension youth programs to even greater accomplishments in the years ahead.

Next Month: Conservation, Development, and Wise Use of Natural Resources will be featured in the June issue. Articles will discuss the relationship of various resources; take a look at the current situation in specific areas such as water, timber, soil, fish and wildlife; and give examples of Extension activities in these areas

—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.

moving ahead in YOUTH DEVELOPMENT

by W. A. SUTTON, *Director of Extension, Georgia, and Chairman, Extension Scope Youth Development Committee*

VITAL questions regarding the future role of Extension in American life have come from several sources in recent months. Some of the most searching of these questions have come from extension workers themselves. On the whole, criticism has been constructive. Extension and the people it serves will benefit from such inquiries.

One cannot inquire about the future of extension work without considering its aims for youth development. For the future, as in the past, extension work and youth development are inseparably linked.

The Flying Wedge

Throughout Extension's proud history, training given boys and girls in better farming and homemaking practices through 4-H has been the "flying wedge" to show adults the value of improved practices. Methods for producing greater yields, at first suspected by farmers as so much new-fangled foolishness, were quickly adopted after their value had been demonstrated on small 4-H plots. In like manner, the value of pressure canning was introduced to farm women through canning projects for 4-H girls. The same could be said for many improvements in farming and homemaking.

As an extension director, I am vitally interested in Extension charting a wise course to provide the greatest possible service to the largest possible number of people. I know that we can continue to look to the youth program for leadership and inspiration so important to success.

Knowing extension youth workers, I am confident that we will respond to the challenging needs of American youth. By extension youth workers I mean every extension worker whether he or she be a county agent, subject matter specialist, administrator, or 4-H Club leader. Each has a definite responsibility to the young people Extension should serve.

The present high status of 4-H Club work and other youth programs is something in which all extension workers can take personal pride. Our efforts and the thrilling response of thousands of boys and girls and volunteer adult leaders has won us the confidence and support of business, governmental and civic leaders, parents and the general public. If we are to maintain and increase this support, however, we must use the present pinnacle of achievement as a launching pad from which to move out and upward toward even greater achievements.

It is not my purpose to say how this should be done. Objectives adopted by the Extension Scope Youth Development Committee and methods to attain these objectives are discussed elsewhere in this issue. I wish only to lift up what are generally recognized as the most acute needs and most pressing problems facing Extension in the area of youth development.

4-H Club membership must be expanded to include more boys and girls. In spite of a steady increase in 4-H Club enrollment during the past 12 years, the proportion of young people reached in relation to the potential has actually decreased. Membership reached a new high of 2,164,294 in 1956, but the number of eligible youth is expected to reach 29,474,000 by 1960. We must find a way to extend the benefits of 4-H Club membership to a greater proportion of these boys and girls.

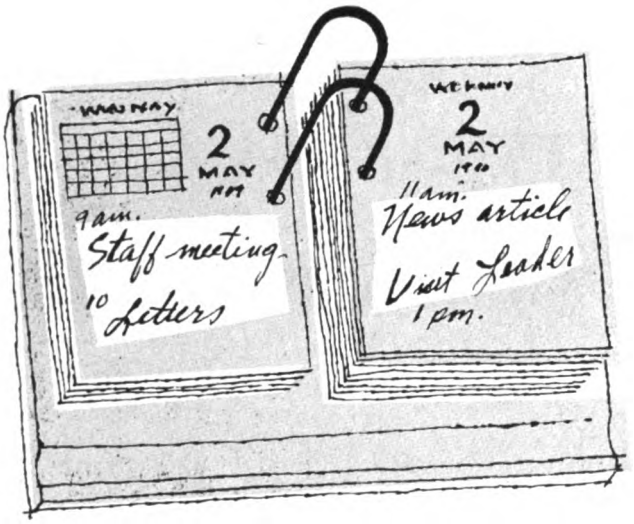
The value of 4-H Club experience is evident in the daily lives of thousands of 4-H alumni. In these lives there is an intangible quality of spirit that springs from 4-H training. While increasing the outreach of 4-H, we must at the same time maintain this quality by giving every member an opportunity to know and understand the high ideals of 4-H Club work and how he can enrich his own personality and character by adopting these ideals.

Stabilize Tenure

The rate of dropouts by 4-H Club members as they approach the senior age brackets is a serious problem. We must find ways to move smoothly from those activities which absorb the interest of young 4-H'ers to those which hold the interest of older boys and girls. As they approach maturity, 4-H should help prepare them for establishing worthwhile careers and happy homes.

Increasingly greater numbers of boys and girls are being reared in urban and suburban rather than in rural homes. Extension workers must decide to what extent they are responsible for the development of these young people and how these responsibilities can best be met.

(See Moving Ahead, page 116)



USING TIME WISELY

by LAUREL K. SABROSKY, *Federal Extension Service*

Do we make best use of our time? This has been a concern of county and State extension workers for a long time. In 1957, State 4-H Club staff members in the North Central Region decided to cooperate on a formal study of their own time-use to answer the above question.

Some analysis of time-use has been made in several States. But this is the first time-use study by State workers from a number of States.

Many of these extension workers are interested in their own use of time. But their main interest is in how State 4-H Club staffs spend their time in carrying out the 4-H Club program. What are they doing that takes too much time? What are they doing that they do not spend enough time on? Where can time be found for newer aspects of the program?

How Plan Works

The 4-H staff members are following a plan used by Connecticut club agents in recording time. The plan provides for each staff member to record use-of-time for a week. He records where he is, what he is doing, the purpose of his activity, which event or meeting, if any, he is working on, and with whom he is working.

During the recording year, February 2, 1958 to January 31, 1959, 100 State 4-H Club workers from 11 States participated in the study. One week of recorded time per person was deemed sufficient for a sample of time-use for the region as a whole. Seven State staffs recorded several weeks of time per person in order to provide an adequate sample for their own analysis of data.

Record Variations

In preparing materials for this study, we found that the State 4-H staff members would possibly find themselves in 7 different places or doing 35 different things, for 80 different purposes, involving a possibility of 43 kinds of meetings or events, and with possibly 32 categories of people. While recording time, the staff members recorded any change of place, activity, purpose, event, or person if the time involved 3 minutes or more. This allowed for recording of telephone calls and other brief interruptions to planned work.

This method varied from the more customary methods of time-use recording in three important ways:

- Recording of purpose of what was being done. An extension worker often finds himself continually doing the same "what," but the purpose of what he is doing may be different every few minutes. To analyze the effective use of time of a person engaged in educational and organizational work, it is essential to know not only what he is doing, but also the purpose of such activities as discussions, talks, visits, and telephone calls.
- The classification of time into five categories (where, what, purpose, event, and whom) rather than into one category. When the one-category system is followed, the category is usually the "what" classification. The differences between jobs are lost, unless we know where the worker was, the purpose of his work, and with whom he was working.
- Recording of time as the work is done, and provision made on the recording form for a change in categories at 5-minute intervals. These eliminate the necessity of estimation of time, which is usually faulty. They provide for fairly accurate recording of all the time spent on any one assignment. Time spent on telephone calls, dictating single letters, and other short-time jobs is often omitted when time is estimated after the work is completed.

Distribution of these time-use data will be studied in relation to the objectives and goals of the total State 4-H job. Even though a person may not know how much time should be spent working toward certain goals, he does know that some time must be spent working toward it and that appropriate methods must be used. Many objectives cannot be reached by devoting 5-minute periods, scattered throughout the year, to them.

Some Findings

We know that if we want to involve people in planning, we need to work with them. Lack of working-togetherness shows up in the kind of time-use recording explained above. Lack of time to work alone, in periods of more than 5 or 10 minutes at a time, and unorganized use of time also show up.

It is logical to expect that many county club workers will become interested in similar analyses of their time use. Changes in emphasis the State staff puts on various jobs, together with the pressure of changing times, point directly to the need of job analyses on the part of all extension workers.

Your Voice in 4-H

by W. E. SKELTON, *State 4-H Club Agent, Virginia, and Chairman, Extension Subcommittee on 4-H Club Work*

YOUR Extension Subcommittee on 4-H Club Work is a national committee charged with the responsibility of directing and developing the 4-H Club program. Specifically the committee receives, proposes, and acts upon items on 4-H Club policy, program development, and other matters relating to 4-H Club work which need consideration and action.

The subcommittee was established in 1939 by the Extension Committee on Organization and Policy of the American Association of Land-Grant Colleges and State Universities. So it is part of the official organization of the association and is responsible to ECOP for certain areas in establishment of policy.

Membership Composition

An understanding of the subcommittee's organization is important to understanding how it functions. The subcommittee membership consists of 11 persons appointed by ECOP each year. Six are from State 4-H staffs, two from the 4-H and YMW Division of the Federal Extension Service, two represent ECOP, and one director of extension at large. The director of the National 4-H Club Foundation and the director of the National Committee on Boys and Girls Club Work are invited to attend meetings as consultants.

Four of the six State staff members represent the Extension regions—Northeastern, Southern, North Central, and Western. Two of the four are elected annually for 2-year terms. Then the two retiring as regional representatives are chosen chairman and secretary for 1 year. Regions represented by a man for one term are represented by a woman the following term, and vice versa.

Current membership includes these State 4-H staff members: Tiny Faye Jones, associate State leader, New Mexico; Mary Sue Moser, assistant State leader, North Carolina; C. P. Dorsey, State leader, West Virginia; L. L. Harkness, State leader, Minnesota; Mrs. Ruth S. Bruegger, associate State leader, North Dakota, secretary; and Dr. W. E. Skelton, State agent, Virginia, chairman. Representing the Federal Extension Service are Dr. E. W. Aiton, director, and Mylo S. Downey, associate leader, 4-H Club and YMW Programs. The three members designated by ECOP are Lydia Tarrant, State home economics leader, Pennsylvania; W. B. Wood, director of extension, Ohio; and Henry N. Hansen, associate director of extension, Connecticut. The two consultants invited to meetings are Grant A. Shrum, executive director, National 4-H Club Foundation, and Norman C. Mindrum, director, National Committee on Boys and Girls Club Work.

Subcommittee's Jobs

Direction of the work of the National 4-H Development Committees is an important function of the subcommittee. The subcommittee establishes development committees to plan and further develop specific areas of the 4-H program. All committee members are extension workers. Donors and others having a special interest in a particular committee may be appointed as consultants.

Today there are 21 development committees working on 4-H program areas such as: tractor, electric, clothing, foods, and livestock. These committees are vital to the strength and success of the 4-H Club program.

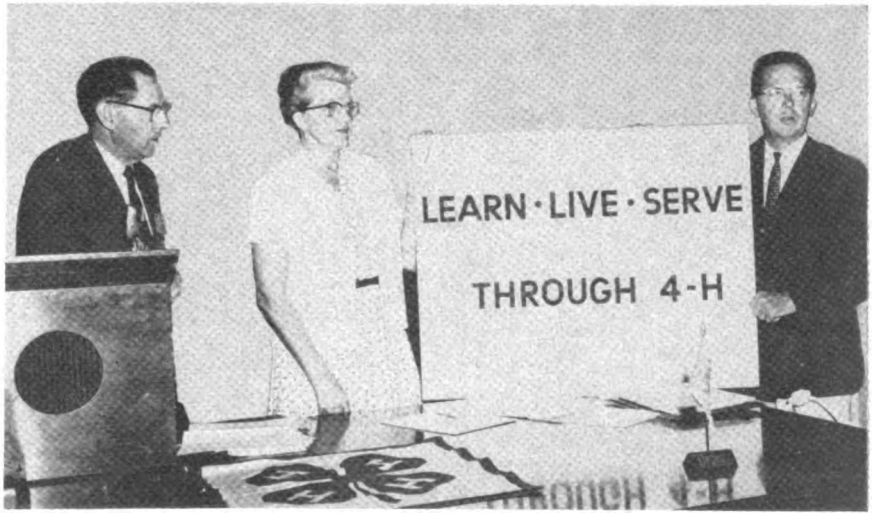
The development committees report semi-annually to the subcommittee. Based upon these reports, the subcommittee takes action on items dealing with policy and program areas. Each State 4-H office receives copies of development committee and subcommittee reports which are useful to their program.

In fulfilling its obligations to Extension, the subcommittee considers the needs of the 4-H program today and for the future. The Youth Development Report in Scope gives the direction along with the challenges and opportunities for continued growth of 4-H Club work.

Meeting Scope's Challenge

To put theses challenges into action, your subcommittee is giving immediate attention to areas of importance for the present and the future. Some areas being developed are science and the 4-H Club program; 4-H foundations and their relation at National, State and county levels; 4-H adult volunteer leadership; and de-

(See Voice in 4-H, page 107)



4-H theme for 1960 is discussed by Dan Warren, Idaho, 1958 subcommittee chairman; Martha Leighton, New York, 1958 secretary; and W. E. Skelton, Virginia, present chairman.

FOR 37 YEARS

Member of the 4-H Family

by NORMAN C. MINDRUM, *Director, National Committee on Boys and Girls Club Work*

At a donors' conference last fall a prominent industrialist used an apt phrase to describe the support of 4-H by business organizations. He called it "unlocking the corporate conscience." "The 4-H program," he added, "is one of the best means by which an industry can meet part of its obligation to the nation's young people."

In a sense, then, the National Committee on Boys and Girls Club Work might be described as a "voice of the corporate conscience." For our organization, in the 37 years since its founding, has served as the spokesman for many public-spirited citizens, companies, and foundations which assist the 4-H program.

Variety of Service

As a volunteer, nonprofit corporation organized to provide financial support and other assistance for 4-H, the National Committee is unique. It serves as a liaison agency on national and regional levels between the Cooperative Extension Service and the many friends of 4-H who wish to provide funds and other support for stimulating youth accomplishments.

The National Committee has been compared to a carburetor, bringing together fuel and oxygen. In the process of combining them in suitable proportions, a spark is added and new power is generated. It is then the job of the National Committee, as a liaison, to see that the power is put to effective use within its area of responsibility. To this end the staff of the Committee works cooperatively with Extension, donors, and others.

The principal area of service by the Committee is that of 4-H awards and related support. More than 50 companies, foundations, and individuals offer awards as incentives and recognition to 4-H members for unusual proficiency.

During 1958, the total funds provided by interested donors reached an all-time high of $946,000. This figure includes the cost of more than 167,000 4-H medals, U. S. savings bonds, watches, and other awards; 1,120 trips to the National 4-H Club Congress; 219 scholarships and fellowships; and $162,000 for training nearly 13,000 volunteer leaders.

Through the various donor organizations, millions of copies of educational literature are made available to 4-H members and leaders.

But awards, educational aids, and leader training are only a segment of the National Committee's many services. Another important department is the 4-H Supply Service—a mail order source of more than 800 items bearing the 4-H emblem.

The Committee publishes NATIONAL 4-H NEWS, a monthly magazine designed primarily for volunteer leaders but of interest and benefit to 4-H members and extension personnel as well.

Value of Congress

As a means of gaining prestige for 4-H, the Committee helps to publicize the value of Club work through a year-round information program. But the best opportunity for telling the nation about 4-H is the National Congress, which originated through the interest of businessmen in bringing rural youth to Chicago for the International Livestock Exposition.

This event, now broadened in scope, is jointly sponsored by the Committee and the Extension Service. The Congress rates excellent coverage by the press, radio, and television. And in an era when headlines often carry sensational reports about the shortcomings of youth, it is refreshing and encouraging for the public to read about the practical and worthwhile endeavors of 4-H members.

The Congress is an exciting event for adults as well as young people. Last fall about 75 corporation presidents, vice presidents, and board chairmen attended. What prompts this interest? The "corporate conscience" of American business.

After Congress, one 4-H member put it this way: "It was only in Chicago that I realized how important the generosity of businessmen is to the 4-H program. Surely they must have a faith in the youth today that surpasses the meaning of the cliché of the 'beat generation.' Surely their support of our program is an expansion of this faith and of their trust in the future as it will rest in our hands. It is my prayer that we, the rural youth, can fulfill that faith and trust."

(See 4-H Family, page 104)

Three members of the 4-H family are represented by Norman C. Mindrum, Director, National Committee on Boys and Girls Club Work; E. W. Aiton, Director, 4-H and YMW Division, Federal Extension Service; and Grant Shrum, Executive Director, National 4-H Club Foundation.

NEWEST MEMBER

Upholds the Family Heritage

by GRANT A. SHRUM, *Executive Director, National 4-H Club Foundation*

A LITTLE more than 10 years ago, a new member was brought into the Extension family. This youngster is the National 4-H Club Foundation, created in 1948 as an educational, nonprofit organization to assist the Extension youth program.

While officially "born" in Delaware, this youngster is a part of Extension work in each of the 50 States and Puerto Rico.

The men and women of Extension who brought it to life assigned the Foundation two broad objectives. Fundamentally, the Foundation is charged with the responsibility of developing and using private support for educational programs that will best meet the needs and advance the interests of extension work with young people. In addition, the Foundation assists Extension with various service activities that can best be implemented through a private organization.

Policies and programs of the Foundation are determined by the 11-member Board of Trustees, within a broad framework established by the Foundation's National Policy Board, consisting of all State Extension Directors.

Members of the board are appointed from within the extension family. Four are named by the Extension Committee on Organization and Policy (ECOP); four are selected by the ECOP Subcommittee on 4-H Club Work; two are appointed from the Federal Extension Service; and one is named by the Executive Committee of the Association of Land-Grant Colleges and Universities.

For a 10-year old, the Foundation has quite an impressive record. It has explored and pioneered new areas of service to Extension's youth program through:

- Establishment of the National 4-H Club Center.
- Conducting an Experimental Discussion Project.
- Assistance with the establishment of a broad program in Human Development-Human Relations Training for Extension workers and volunteer leaders.
- A 3-year Citizenship Improvement Study conducted to define ways for improving citizenship training for young people.
- International Farm Youth Exchange (IFYE) which has provided a dynamic live demonstration and experience in cross-cultural understanding.

Volunteer Support

Nearly $5 million have been contributed to the support of the Foundation by 4-H Club members and leaders, 3,000 business and industrial firms, foundations, and private citizens. The leadership for financing the Foundation program has come from the National 4-H Builders' Council, a group of business and agricultural leaders working in cooperation with the Board of Trustees.

During the National 4-H Club Conference next month, the National 4-H Club Center will be officially opened. The 1959 delegates will be the first Conference participants to be housed in 4-H's own national building.

The buildings and ground for the Center were purchased in 1951. For more than 6 years these facilities were leased to the Department of Defense. During this period thousands of club members, volunteer leaders, extension workers, and other friends of 4-H paid off the mortgage and established a building fund.

Substantial grants to the Center's $836,000 modernization program were also made by the Ford Foundation and the Danforth Foundation, as well as by more than 20 States which have established memorial gifts honoring outstanding leaders in 4-H Club work. Construction workers began work on the modernization program soon after the military moved out in January 1958.

Establishment of the Center is the fulfillment of a longtime goal of the Extension family. Located at the Nation's Capital, it offers special educational opportunities to 4-H and Young Men and Women (YMW) Clubs, volunteer leaders, extension workers, and other groups on a county, State, national, and international basis.

The three Center buildings will provide ample air-conditioned facilities for workshops, conferences and other educational meetings. The offices of the National 4-H Club Foundation are also maintained at the Center.

The International Farm Youth Exchange had its beginning in the expressed desires of 4-H Club members to have the opportunity to exchange living experiences with the people of other lands. During its 12 years of

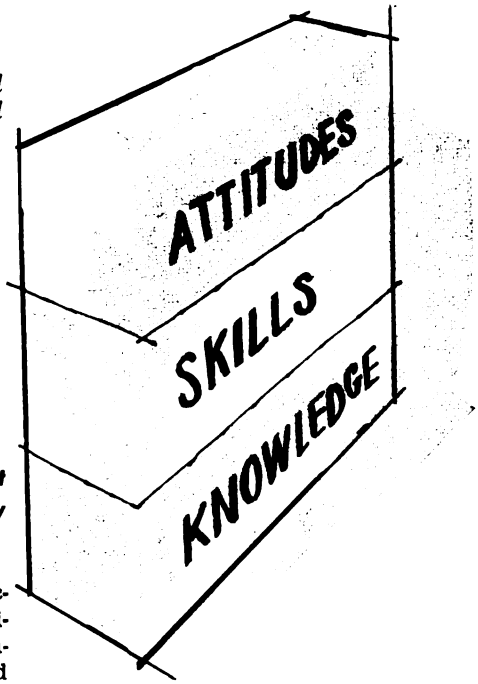
(See Family Heritage, page 119)

Smith Hall, main building of National 4-H Club Center, will provide dormitory accommodations for 275 persons, recreation, meeting and conference rooms, as well as Foundation offices.

Objective 1—
Acquire knowledge, skills, and attitudes for a satisfying home and family life.

LEARNING to UNDERSTAND Boys and Girls

by EUGENE PEISNER, *4-H Specialist in Child Development and Family Relationships, New York.*



How can we help young people acquire knowledge, skills, and attitudes for a satisfying home and family life? In New York, we've found that our annual Leadership Training Conference contributes significantly to achievement of this objective.

The contribution is indirect, of course, because the conference is for leaders and agents. But we have noticed a decided shift in the kind of help requested for leader training meetings.

For example, county workers now ask specifically for help in training leaders to better understand boys and girls, their characteristics, needs, and interests. And they particularly want to relate this information to the role of the leader.

Human Relations

Agents, too, are asking for more specialist help in child development and family relationships subject matter. There has been a marked increase in the number of new leader training programs which include human development and human relations.

Built around a yearly theme, the conferences consist of talks and work groups covering almost the complete family cycle — pre-schoolers, school-age children, adolescents, young adults, husband-wife relationships, middle years, and later years. This year's theme was, The Family Today: Recognizing its Joys and Strengths.

We've tried several methods to stimulate learning and discussion—panels of leaders, agents, State leaders, or club members; buzz groups; taped interviews of parents; lectures and discussions; and flannelboard presentations. At "swap experience" sessions, leaders and agents exchange ideas on programs, materials, and methods.

Primary objectives of the conference are to help agents and leaders:

1. Better understand boys and girls of 4-H Club age.
2. Become more aware of how best to work and live with club members at the different ages and stages of growth and development.
3. See more clearly the relations between characteristics, needs, and interests of young people and 4-H projects, activities, and events.

Programs are planned by an advisory committee of agents, a State leader, and the 4-H specialist in child development and family relationships. County leaders and agents are consulted through questionnaires, evaluation, and personal contact.

Topics are tied in closely with questions and problems of agents and leaders. In recent years, they have covered such things as: What do club leaders expect of young people? What do young people want from leaders? What are the human and material resources in the community?

What do parents expect of club leaders? How do leaders gain parent cooperation? How can leaders get and keep the interest of older 4-H Club members? What makes club members tick?

Special interest sessions with particular appeal for agents and leaders have included: helping young people in career choices, working and living with the teenager, interpreting children's behavior, discussion leading, use of films, play reading, use of skits, use of role-taking, enjoying music in the family, recreation for family members, and books and creative art materials for children.

Take-home Ideas

Teaching and research staff members of the Department of Child Development and Family Relationships present material on specific topics and later assist in the conference summary. Staff people from Cornell, Extension, and other organizations combine to give agents and leaders some "take-home" ideas.

As one county leader said, "I found that the conference helped me as a 4-H leader, as a parent, and as a homemaker."

And another wrote, "What a lift it gives you to hear objective discussion of problems that you thought singularly yours. The conference gives you new insights in dealing with touchy situations within your club and even your family. It's really the big payoff for your years as a 4-H leader."

4-H FAMILY

(Continued from page 102)

This expression of appreciation is indicative of the sincerity of 4-H members in acknowledging the value of encouragement and assistance provided to them.

For the past 2 years, the National Committee has watched with interest and admiration the efforts of Extension in developing the Scope Report. We have had an opportunity to share in discussions of the Youth Development phase of the report, and feel that this effort will prove fruitful in maintaining and strengthening 4-H in the years ahead.

It is the Committee's desire to continue serving 4-H and to work with Extension and donor organizations to insure a vital 4-H program during future years.

Expanding Interest in Plant Science

by HARRY L. MILLER
4-H Club Specialist, California

Two California 4-H Club members are showing the way for increased emphasis on 4-H commercial crop, vegetable, and fruit projects.

These two and others are encouraging expansion of interest by 4-H Club members in the commercial plant science fields.

One has carried on successful projects in barley, tomatoes, and seed beans. Now he's an important sugar beet grower. The other has produced vine crops for canning and seed production. He will add to his projects a substantial acreage of carrots under contract for processing.

Despite the challenges in this field offered by California's enormous production of crops, vegetables, and fruits, interest in such 4-H projects has lagged. This has been partly due to preference for livestock projects, even though the majority of commercial farms in the highly specialized areas of the State have no livestock enterprises.

Another block has been family reluctance to set aside a portion of an orchard or field for the club member.

Many cultural operations require large mechanical equipment and do not lend themselves to care by club members in the 10 to 15-year-old bracket. Marketing of a limited acreage also is a problem.

But, many growers, processors, and extension staff members have realized the need for expanded 4-H Club work in this field. They believe club work can help in developing leaders for highly specialized crop, vegetable, and fruit production. Experiences of the two boys mentioned show the value of such projects.

Jack Plotz of San Joaquin County joined a 4-H Club 8 years ago. His beginning projects were rabbits and poultry, then swine. Helping his father, Jack developed interest in the primary enterprises on the home farm—canning tomatoes, sugar beets, and red kidney seed beans.

Objective 2—

Enjoy a useful work experience, together with the responsibility and satisfaction of personal accomplishment.

Jack's interest and initiative led to a business agreement with his father to lease land for commercial crop projects. First he tried growing 20 acres of barley, then 20 acres of tomatoes, and 5 acres of seed beans.

When his father expanded his acreage of sugar beets Jack had an opportunity to begin a sugar beet project. His application for an acreage allotment was approved by the local Agricultural Stabilization and Conservation Committee. So Jack negotiated a grower contract to market his crop with a sugar beet company.

Business Experience

This put Jack in business with the challenge to plan and carry out the cultural operations needed for a successful crop. His previous experience with crops proved to be a useful background in making his decisions.

Guidance of the 4-H leader, the sugar company field man, and the farm advisor proved important. His careful care of the project resulted in an "honor roll" above average yield recognition from the processor.

Now 10 other members in San Joaquin County are acquiring similar experience through commercial sugar beet projects. An additional 20 members are conducting sugar beet test plot projects.

Stanislaus County Farm Advisor Roswell Roberts has demonstrated the success of 1-acre commercial pumpkin projects. The program started when one member, Harold Hackett, signed a trial contract and membership in a cooperative cannery. Profit from his first project stimulated interest as his returns exceeded that from his livestock projects.

The packing company was sold on the results and the success story was told at a county-wide 4-H field day. Other members wished to carry the project. However, small acreages presented business problems in handling grower contracts to the processor. Interested 4-H members decided to organize as the Stanislaus County 4-H Cooperative Association with one voting membership in the parent organization. Harold became president of the 4-H Club group.

Colorado 4-H Club members learn the value of certified seed in crops project work.

The packing firm pays each club member individually for his crop. Revolving fund certificates are sold and the proceeds returned to club members according to their share of the crop produced.

The success of this venture has opened the door to other opportunities for 4-H Club members in the association. They now are successfully producing vine seed crops on small acreages. This is a valuable service to a local seed company as it provides an avenue to increase selected and hybrid seed lots in small quantities.

Harold's interest has spread from the 1-acre pumpkin crop to 14 acres of banana squash under contract for baby food. This year he will add a carrot crop for processing. His expanded operation has necessitated securing short-time credit to finance his projects. This is another valuable business experience.

The experiences of Harold and Jack are typical of members engaged in the specialized project field. Opportunities exist for many other California 4-H members.

This type of project helps 4-H members to enjoy a useful work experience, together with the responsibility and satisfaction of personal accomplishment.

Objective 3—
Develop leadership talents and abilities to reach optimum citizenship potentials.

NEW DIMENSIONS IN JUNIOR LEADERSHIP

by B. L. COFFINDAFFER,
Assistant State 4-H Leader, West Virginia

MUCH attention is given to the term leadership development. An unanswered question in this field is, "When does leadership development start?"

Development of the individual's leader potential has given new meaning to the term, junior leader, in the West Virginia 4-H program. Since the inception of 4-H Club work, it has been recognized that older members can be of invaluable assistance to the adult leader. Local 4-H Club leaders in West Virginia over the past years have aided the development of countless boys and girls by giving them added responsibilities as they matured.

The philosophy behind our junior leadership project is that it is considered essential as an activity. This connotation was given to the use of older club members by early workers in the West Virginia program and enabled this activity to grow to its present status.

Throughout the junior leadership program, development of the individual is the primary objective. Acceptance and fulfillment of responsibility to the capacity of the individual is the one measurement of success of such a training program. This embodies the basic objective of 4-H—helping boys and girls to become competent, happy, well-adjusted citizens.

In addition to individual development, here are the things we tell boys and girls when they ask why they should be junior leaders. This leadership will be valuable in choosing vocations and managing their own homes. It will enable them to serve other members and help to develop a more practical 4-H program.

Through the efforts of junior leaders, more young people will have a

chance to be 4-H members. Those already in 4-H will have a chance to participate in more club activities and do better project work.

Junior leaders assist adult leaders and club members in conducting the 4-H Club program. They select various activities where their talents can best be utilized and their interests met. They can choose from 25 suggested activities ranging from project help for younger members to participating in radio or television.

Junior leaders cooperate with the adult leaders, advisers, parents, and county extension agents to strengthen 4-H Club work in their community. They are directly responsible to the adult leader regardless of their function in the club. So a member who wishes to serve as a junior leader must volunteer and be approved by the 4-H Club and the local leader.

Junior leaders counsel with adult leaders on their plans and decisions. They listen to and plan with club members so that the most desirable programs and activities are worked out for the club.

Junior leaders are instilled with the philosophy that any successful leader is a cooperator and has cooperation, that a real leader will cause the members to feel that it is their program

(See New Dimensions, page 116)

SEEING GOVERNMENT IN ACTION

by BURTON S. HUTTON,
State 4-H Club Leader, Oregon

GOVERNOR, I don't understand what I read about your budget. What is your opinion on capital punishment? Would you mind explaining your tax program?

The scene was the annual banquet of the Oregon 4-H Club Conference in the State capital. Questioners were the delegates—4-H Club members, 16 or older, representing all but two of Oregon's 36 counties. Answers were supplied by the Hon. Mark O. Hatfield, governor of Oregon.

This was the midway point in the annual Oregon 4-H Conference designed to help older 4-H members study State government, become acquainted with State officials, and realize responsibilities of all concerned.

The Oregon legislature was in session. The capitol was teeming with activity characteristic of legislative sessions. Schedules were full and under pressure. But officials found time to meet and talk with the 4-H delegates and to answer their questions.

Governor Hatfield, following a few minutes of introductory remarks about the executive branch of government, opened the meeting for questions. For an hour he provided answers to the 4-H members, who were eager to learn and grateful for such an opportunity. The governor's interest characterized the full scale opportunity for these teenage 4-H members to learn first hand about governmental processes from men and women busily engaged in those responsibilities.

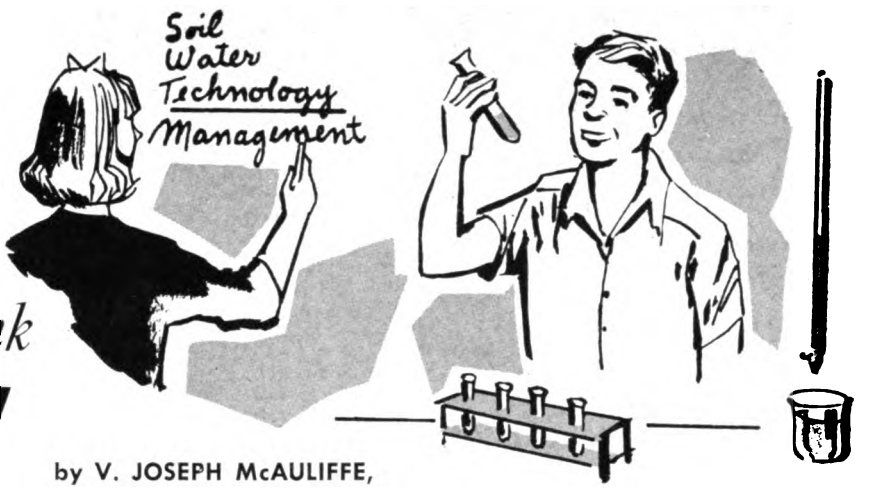
At the opening session of the 3-day conference, the 4-H'ers heard about legislative procedures from the chief clerk of the house, the chief deputy legislative counsel, and the advisor to the senate tax committee. Next the delegates sat in on a meeting of the joint ways and means committee, observing them at work on appropriation bills.

They attended sessions of the Senate and House and later the presiding

(See Seeing Government, page 118)

Objective 4—

Appreciate the values of research and learn scientific methods of making decisions and solving problems.



Learning to Think SCIENTIFICALLY *for Themselves*

by V. JOSEPH McAULIFFE,
Federal Extension Service

WE are all familiar with the advertisement that asks if everyone should use the product and the answer comes back, "Everyone should think for himself." This seems to have a great deal of appeal. We like to believe we can make up our own minds and we admire those who have developed the art of orderly thinking.

4-H Club work has made a real contribution to many boys and girls and their leaders—helping them to appreciate the value of research and providing opportunities for decision making and problem solving. Look at all the situations calling for a decision by a boy or girl joining a 4-H Club.

The first decision, of course, is if time should be spent in the 4-H program, with some other group, or just on his own. Once the decision to join 4-H is made, the member is faced with many other choices. What project? More than one project? Club officers? Club name? Meetings?

Practice Decision Making

In 4-H we have built-in opportunities for making decisions. But we have not always taught scientific methods of making them. And sometimes we have made the problems too difficult and too numerous for beginning members and not complex enough for more advanced club members.

Many extension people have been working on this and have come up with some new approaches. For example, in the South Dakota home life project, club members learn the factors and practice decision making in "consumer buying vs. making" of household linens and personal clothing. The Southern Region Farm Management Committee is developing material for 4-H Club activities and projects directed toward teaching decision-making in economics, production, and career exploration.

Currently, a demonstration project is being undertaken in Pennsylvania on 4-H marketing. This differs from other marketing projects in that it is entirely firm-oriented. The club member learns about the operation and management of firms, how firms make decisions, and how farm products move in marketing channels, as well as obtains some job experience. Madison County, Ohio has developed a 4-H marketing livestock program that emphasizes livestock market classes. Club members are taught the value of knowing feeder calf grades, fat animal grades, efficiency in production, and accuracy in record keeping. With this information they can make more realistic decisions concerning their livestock projects.

Many States have materials to help in decision making in foods and nutrition projects—mixes vs. making your own, meal planning, good buys, etc. Several States, including Virginia, North Dakota, California, and New York, have developed career exploration material to assist young people in this important area of decision making.

The trip to Beltsville Research Center during National 4-H Conference, State Club Weeks, and tours to research farms and industry research centers also give 4-H'ers an appreciation of the science in agriculture and home economics and methods of solving problems.

Much has been done, much is being done, and a great deal more needs to be done to help young people recognize their problems, get accurate and pertinent information concerning these problems, look at possible alternatives in solving them, and make and carry out their decisions.

VOICE IN 4-H

(Continued from page 101)

fining areas in 4-H program development needing assistance from the National Committee and the National Foundation.

Another important function of the subcommittee is the National 4-H Club Congress. The subcommittee appoints the chairman of the headquarters committee, usually a former subcommittee chairman. The latter works with the National Committee to set up the numerous committees of State 4-H leaders and 4-H members needed to carry out the many Congress functions. The leaders program and delegates program are planned and directed by the subcommittee.

For the National 4-H Conference, members of the subcommittee advise with the Federal Extension Service in planning the program for delegates and leaders. During the conference, subcommittee members have key responsibilities.

The Extension Subcommittee on 4-H Club Work is your representative. Learn to know better its functions and its membership.

ten new all green

by E. W. AITON, *Federal Extension Service*

The primary aim of 4-H and other Extension work with youth is to provide opportunities for the mental, physical, social, and spiritual growth of young people. Informal education offered by the Cooperative Extension Service uniquely supplements the training received in the home, church, school, and other youth-serving agencies.

Specifically, the Extension youth program has the objectives of helping young people to:

1. Acquire knowledge, skills, and attitudes for a satisfying home and family life.

2. Enjoy a useful work experience, together with the responsibility and satisfaction of personal accomplishment.

3. Develop leadership talents and abilities to reach optimum citizenship potentials.

WHENEVER a pilot takes off into the wide blue yonder, he files a flight plan. It shows where he intends to go and the route he will follow. A ship's captain does about the same thing. Even the best cooks follow recipes. Everybody needs a series of landmarks, beacons, signals, or measurements to guide the way.

These landmarks serve as specific guideposts or objectives to the correct destination. Select a different target and you'll need different objectives to light your way. Or when the weather, tides, or cargo shift, you may follow a different course or set of rules to the same target.

Guides for Extension

Educators, like we of the Extension Service, must follow some beacons or specific objectives, too. If we didn't we'd soon get lost. Usually we carry these objectives around in the hindquarter of our consciousness. And that's all right. We do not use them exactly like recipes or maps to prop up in full view as we work.

In recent years most of us have been challenged to keep our educational craft on an even keel at a good speed. But some of the familiar landmarks of yesteryear are gone. Others have moved. Some new features have come to light.

Yes, times have changed. We know that a family must think and act beyond the farm fences of yesterday. Youth see and feel these new influences like agribusiness, suburbia, greater mobility, fewer and larger farms and higher education requirements. These things are normal for them in their time. It is we who must change to meet them. And Extension is doing just that. We are changing our beacons and our objectives.

For Youth Development, Extension has 10 shiny new objectives. Perhaps you wonder why. What difference will they make? Perhaps you liked the old ones. So did I. They were well phrased and served effectively in their day. But that day is past. You and I have been doing a lot of things in 4-H lately that are completely overlooked in the eight standard 4-H objectives contained in Agricultural

4. Appreciate the values of research and learn scientific methods of making decisions and solving problems.

5. Recognize the importance of scientific agriculture and home economics and their relationships to our total economy.

eacons

Handbook 33, Organization of 4-H Club Work.

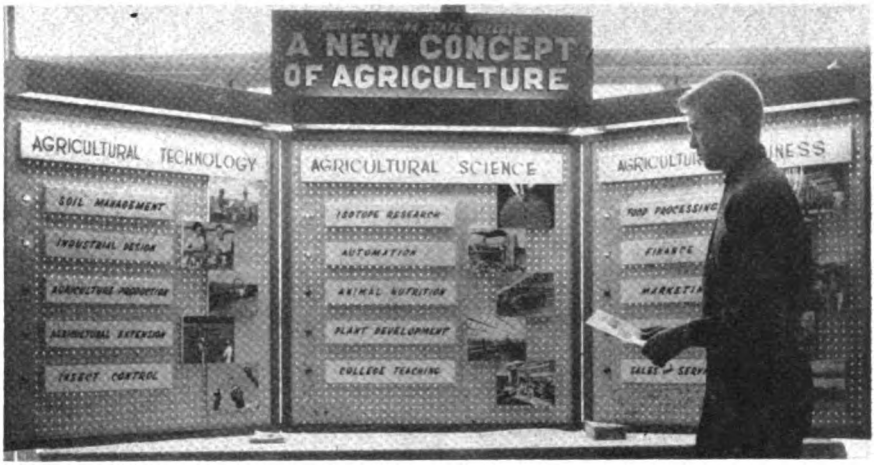
All eight of our old objectives limit our clientele to farm or rural boys and girls. But actually 36 percent of 4-H members do not live on farms today. The new Scope Report and the 10 new youth objectives welcome all youth to enjoy Extension's help.

Geared to Age Levels

Second, the new objectives recognize that Extension has a modern program for all ages. Within the youth development period we now recommend one coordinated program. But it has four phases, based on the developmental ages or stages of youth.

These four phases include the periods of late childhood, adolescence, young adults, and young married couples. Of course, 4-H Club work is a vital and major part of this more

(See New Beacons, page 118)



6. Explore careers related to agriculture and home economics and recognize the need for a continuing education.

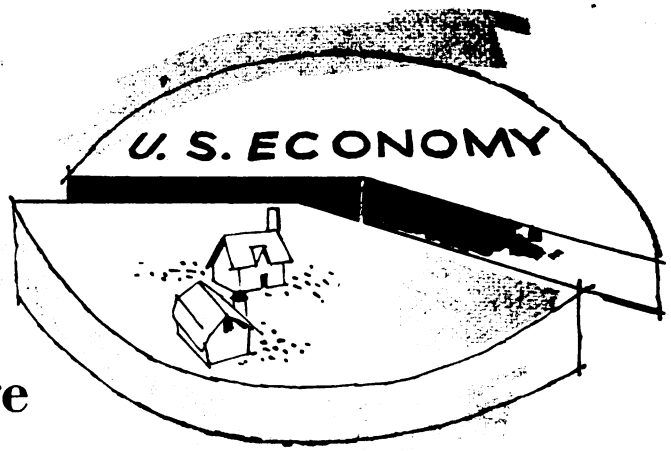
7. Appreciate nature, understand conservation and make wise use of natural resources.

8. Cultivate traits of healthful living, purposeful recreation, and intelligent use of leisure time.

9. Strengthen personal standards and philosophy of life based on lasting and satisfying values.

10. Gain attitudes, abilities, and understanding for working cooperatively with others.

Objective 5—
Recognize the importance of scientific agriculture and home economics and their relationships to our total economy.



Agriculture and Home Economics

Meeting the demands of change

by L. R. HARRILL, *State 4-H Club Leader, North Carolina*

In the days ahead, Extension will be confronted with bigger problems ——big-time farming, mechanization, part-time farming, larger farms and fewer farm families. This situation will broaden the opportunity and make more acute our responsibility of providing educational leadership and guidance for this transition in agriculture.

Problems are often opportunities in disguise. And the above problems may well prove to be our biggest opportunities in 4-H Club work.

4-H has made rapid progress through the years because it has filled a need that no other program supplies for young people. Conceived and developed around the idea of increased production, 4-H provides for the four-fold development of an individual—economic, physical, social, and spiritual. It provides situations and experiences through which young people grow and develop into better individuals and better citizens.

Program Foundations

For concrete evidence of the fact that 4-H helps young people recognize the importance of scientific agriculture and home economics and their relationship to our total economy, we need only examine the things taught in the modern 4-H program that contribute to the development of this objective.

Project activity is the foundation of the total 4-H structure. Through project activities, 4-H teaches economical production. It teaches the scientific and the economical approach and gears this activity to the total need of the individual, the farm, the community, and the total Extension program.

Economic security is the foundation for good citizenship and for national security. In its further development, 4-H should constantly keep before young people the challenge that our opportunities are as great as our imagination and our willingness to work. And the attainment of economic security requires imagination, inspiration, information, and perspiration, or the willingness to work to make realities of our dreams.

The secret of its success is that 4-H seeks to train and develop the boys and girls as they make practical application of the results of research and experimentation to their various project activities.

Club Graduates

In North Carolina, I have followed with keen interest the success of many 4-H Club members as they passed through various stages of the 4-H program and into all walks of life.

There was Jimmie—now Dr. J. H. Hilton, President of Iowa State College—who was a pig club member in Catawaba County. In more recent years, Oland Peele from Wayne County has become an outstanding farmer, county leader, and nationally recognized Berkshire breeder.

The director of the experiment sta-

(See Demands of Change, page 117)

Keeping pace with interests

by FLORENCE KIMMELSHUE and MRS. JO ANN SIEVERS, *4-H Specialists, Illinois*

Twenty-five thousand girls enrolled in Illinois 4-H clothing projects are getting new information to help them make wiser wardrobe choices.

Research about growth and development of youth is drawn upon in planning the program. Each girl's needs and interests are of primary importance rather than her chronological age or her number of years in club work.

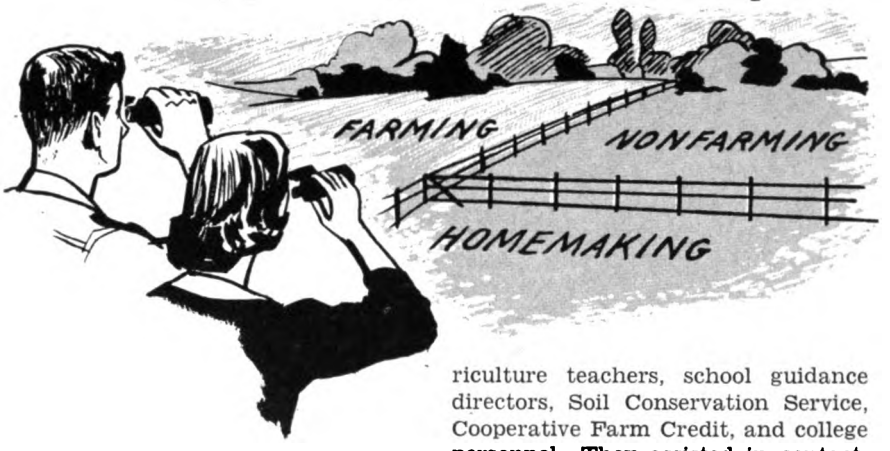
Requirements for the beginner, usually 10 to 12 years old, are simple. At this stage of development she has no great concern about her personal appearance in relation to clothing, but she takes pride in accomplishment.

The beginner's handbook, You Learn to Sew, has step-by-step illustrations with brief, clear instructions. Best results are usually obtained when the steps and the instructions are talked over and demonstrated before the actual work is started.

The girl makes a scarf and a skirt of cotton material. She learns to sew by machine rather than by hand due to her lack of muscular coordination at this stage.

(See Keeping Pace, page 116)

A New Approach to Career Exploration



Objective 6—
Explore careers related to agriculture and home economics and recognize need for continuing education.

by LAURENCE DEDRICK, *Allegany County 4-H Club Agent, New York*

WHAT are the opportunities for careers in agriculture and related businesses in Allegany County? That was a question our 4-H Executive Committee faced when considering addition of some work in farm management and career exploration on a trial basis.

In Allegany, as in many counties, the number of commercial farms is declining and the majority of young men completing high school are not entering farming. Over half of the land in the county is unsuited to farming, even by standards of 25 years ago.

4-H has a large potential membership in the older age group but there has been a rapid "drop out" rate among older members.

It was obvious that some changes in the 4-H program had to be made to meet the changing situation and needs. So the executive committee proposed a program for consideration by the State office. With their approval, an extra part-time agent was employed and the work started.

A background survey was taken on a sample of 40 young men between the ages of 15 and 21 to determine their major needs. These were grouped as basic farm management training, for those who may want to engage in farming, and career exploration for those who may be interested in some phase of agriculture or related occupations.

Cooperation was enlisted from agriculture teachers, school guidance directors, Soil Conservation Service, Cooperative Farm Credit, and college personnel. They assisted in contacting the initial group, studying their farm and home situations, and developing a program aimed at fulfillment of their most obvious needs. After the program got underway, they helped present information on farming and other career opportunities.

Farm Management Program

To help prospective farmers develop ability to make vital decisions facing them today, the following broad program in farm management was offered:

- A series of three meetings on What Makes a Farm Business Pay.
- A tour on Getting Started in Farming. Five farms were visited where operators used different financing arrangements to become established.
- Discussion of Land Resources in Allegany County and Their Best Use—Christmas tree farming, good land, borderline land, costs of improvement, capital requirements, and partnership agreements.
- Meeting and on-the-farm counseling on Developing Farm Partnership Agreements—involving all family members.
- Series of meetings on Credit and Insurance for Young People.
- Discussion on Careers in Agriculture Which Do Not Require College Training—nature of the work, training required, advantages, and disadvantages. Panel included a DHIA tester, artificial breeding technician, farm store manager, full and part-time farmers, and Soil Conservation Service representative.

To supplement the work of the schools and to provide a better understanding of the opportunities offered in the broad field of agriculture, a new approach in Career Exploration was offered:

- A panel on Careers in Agriculture Requiring College Training included a veterinarian, cooperative personnel supervisor, extension agent, agricultural teacher, Cooperative Farm Credit secretary, and the College of Agriculture guidance officer.
- Steps were taken to offer increased cooperation to high school guidance counselors. The college guidance officer met with high school guidance directors to familiarize them with the opportunities in the field of agriculture.
- A program to explain the various ways young men can meet their military obligations.
- A visit to the U. S. Forest Service and a National Forest in Pennsylvania to study the opportunities in forestry and conservation, as well as the source of training. The group also visited a lumber mill and a top quality Christmas tree grower in Pennsylvania.
- A trip through a lumber company and a home supplies store gave an opportunity to study another related business.

Since the program started about 2 years ago, 167 boys have participated. Their frequency of participation is currently being tabulated. For those who continue to be interested in farming, individual followup and on-the-farm counseling will be given.

(See Career Exploration, page 119)

Objective 7—
Appreciate nature, understand conservation and make wise use of natural resources.

Youth and Natural Resources

by W. R. TASCHER, *Federal Extension Service*

By 1975 there will be about 200 million people in the United States to feed, clothe, and shelter. And there will be about 300 million in 2000, a time that is not far away. Many young people of today will be living then.

This explosion in population will increase the pressures on our natural resources. Throughout the world we can see many examples of countries where similar population pressures have depleted resources and the land ruined for agricultural purposes.

When we look at our own wonderful United States, we wonder just how far along we are in what seems to be an inescapable cycle of resource destruction. And viewing the natural resource remnants of other countries, we see more clearly the challenge of our educational work in this area.

Problems of natural resource conservation are being attacked on a wide front in Extension. During the past 20 years especially, the physical needs for conservation have been quite accurately determined. Perhaps emphasis in a similar way on eduational needs of young people in conservation can be developed.

Outstanding extension accomplishments in conservation of natural resources have been in land, range, pasture, forest and wildlife appreciation and judging with young people. It is estimated that in 1958 about 250,000 people participated, of which about three-fourths were young people.

Such educational activities show the importance of knowing the capabilities of land and its treatment for various uses. Wisconsin is an example of a State which emphasizes this multiple-use concept. Understanding and appreciation, of course, precede the use of technology on the land and the wise use of information in public policy determination.

Unity of Resources

The National 4-H Development Committee on Natural Resources recognized the unity of natural resources conservation when they recommended recently that extension activities in this area be consolidated. This implies that the viewpoints and philosophies underlying conservation are much the same whether soil or forests are involved. Once this philosophy is understood, needed technology will become evident.

The statement on conservation of natural resources in the Scope Report makes the same point. Such a consolidation of extension conservation activity would contribute not only to efficiency of methods but also to optimum use of staff members.

Conservation camping has a widespread appeal with outstanding camps being held in States and counties. Camping is a natural situation to show relationships between resources.

For several years a wildlife conservation camp has been held in Louisiana. Club members have an opportunity to study soils, forests, birds, fish, rodent control, and insects.

Indiana has done an outstanding job of tying together the interests of several young peoples' organizations and has a well-organized leaders' training program supported by farm organizations and others. In New York the emphasis is on work with older boys in the 4-H Club Conservation Program.

Montana has developed a successful camping program unique in its emphasis on extending the benefits of camping experience to local people. Texas is doing an outstanding job with groups of young people on range management in special camps.

A regional program of natural resource conservation education is developing in the Tennessee Valley area. 4-H delegates from 7 States

(See Natural Resources, page 118)

Bamberg County, S. C. 4-H soil judging team was State winner in 1957 soil judging contest. Agent E. D. Dean is at right.

Oklahoma 4-H Club members learn the principles of land judging.

Objective 8—
Cultivate traits of healthful living, purposeful recreation, and intelligent use of leisure time.

Recreation with a Purpose

by ARDEN M. PETERSON, *4-H Recreation Specialist, Michigan*

We could have danced all night! That was the enthusiastic feeling of 200 older youth as Michigan's first Folk Dance Festival came to a close in early March.

It was fun—and much more. This first Statewide Festival stemmed from a growing interest in folk dancing—an interest fostered by dances taught at 4-H junior leadership school, camps, and 4-H Club Week. The IFYE program, as well as ethnic influences in local communities, also encouraged young people to explore dances of other lands.

Joining Forces

The Folk Dance Festival was the combined effort of four organizations: Farm Bureau, Grange, Farmers Union, and 4-H. In the fall of 1958, the State 4-H staff asked representatives of farm organizations to meet and consider a Statewide folk dance activity. Bernie Kosnick, folk dance authority from Chicago, was invited as a consultant.

The groups expressed interest and youth representatives were selected from each organization to form an executive committee, with the 4-H recreation specialist as adult advisor. The executive committee set the following objectives for Michigan folk dancers:

- Fun for older youth.
- Wholesome activity open to all.
- Better understanding of folkways of other nations.
- A unique fellowship among youth.

They decided not to form a new organization, but to work through existing groups in local areas. Four points were listed to guide local people in getting started: anyone of high school age or above could participate, a different kind of leadership could be tapped for this activity, each local group would determine its own size and program, and training institutes and festivals would be set up by the State executive committee as interest and participation warranted.

Showing Leaders How

County situations and leadership differed. In some counties the lead was taken by 4-H Clubs; in others, by a farm organization. Folk dance interest was stimulated within these individual organizations. In some counties, two or more youth organizations got together to share in the activity.

As a kick-off, a Statewide Institute for Folk Dancing was planned by the executive committee for January 1959. Bernie Kosnick was on hand to teach 8 folk dances to 140 leaders and youth attending.

This was a training session, conducted so that leaders could return to their communities and teach members of their local groups. A syllabus describing the dances and recordings of music was prepared for leaders to take home. Representatives of the original four organizations, as well as leaders from Campfire Girls, Girl Scouts, church groups, and others attended.

A Folk Dance Festival developed as a follow-up for the training institute. It was held two months later—allowing time for leaders to teach the folk dances to their local members.

In 2 hours the group of 200 learned 6 new dances. The rest of the day and evening was given over to dancing and demonstrations by groups.

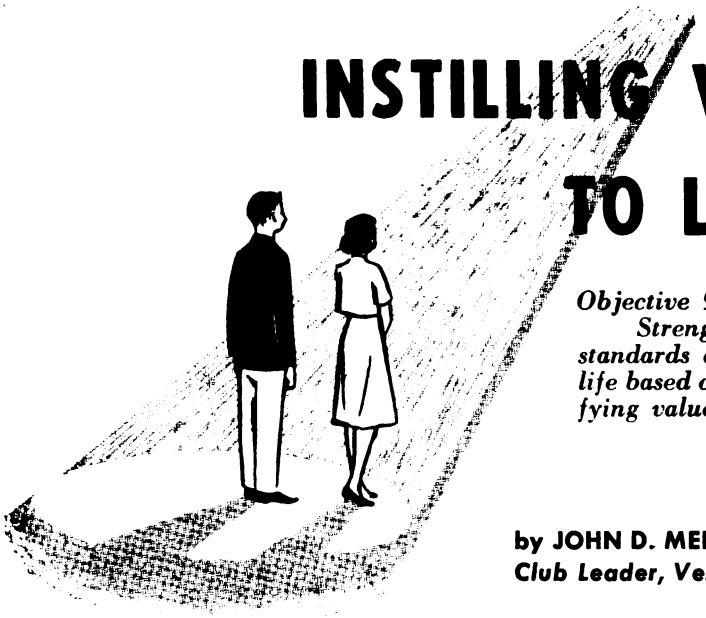
Typical of how professional and polished a group can become, the Van Buren Folk Dance Group performed special numbers. Actually, this group had a head start, having been organized in 1954. At that time the club members learned folk dances for the 4-H Share the Fun program. They went on to dance at the State 4-H show, in neighboring counties and States, and on television. The group of 24 soon had a waiting list of young people who wanted to take part.

As the Michigan folk dancing activity grows, the State executive committee expects to see more joint efforts among organizations. Festivals will be planned among counties and eventually within districts of the State.

Michigan Folk Dancers is an example of organizations working cooperatively toward purposeful recreation.

Greek dance, the Miserlou, is demonstrated by Michigan folk dancers.

INSTILLING VALUES TO LIVE BY



Objective 9—
Strengthen personal standards and philosophy of life based on lasting and satisfying values.

by JOHN D. MERCHANT, *State 4-H Club Leader, Vermont*

EXTENSION'S role in helping young people to "strengthen personal standards and philosophy of life based on lasting and satisfying spiritual values," involves the personal dedications and standards of professional workers.

The values held by staff members give direction to training programs for volunteer leaders and to activities for 4-H Club members. These values eventually influence the development of many young lives.

Using Our Talents

Education is the principal tool by which man improves himself. A major problem of our age is whether we educate for the purpose of personal, local, and national advantage, or for the attainment of human dignity among all peoples. More than ever before, mature citizenship involves concerns for humanity beyond local and national boundaries.

As with project skills, Extension's opportunity to help young people develop personal standards lies primarily at the community level. It is here that large numbers of boys and girls are involved in cooperative efforts and have contact with adult leaders. The standards held by extension workers and local leaders have a profound influence on boys and girls at an impressionable age.

Extension leaders have an increasing opportunity as club members grow into their teens. These young people are beginning to question standards they have hitherto accepted, and to develop their personal philosophies of life. The values that adult leaders establish for 4-H Club experiences within and beyond the local club become increasingly important for this age group.

As Extension reviews the scope of its educational responsibilities, certain developments of the past decade merit special note. Establishment of the National 4-H Club Foundation was a major step in initiating programs to help young people develop sound values.

Compilation of research findings in the fields of human development and human relations made available knowledge that is gradually helping adult leaders more effectively develop Extension youth programs based on sound educational principles.

Extension staff members who have participated in the National Workshops in Human Relations and Human Development have deepened their own insights and increased their skills, and are contributing to the understanding of their fellow workers.

Another major contribution of the Foundation was the 3-year 4-H Citizenship Improvement Study. A wealth of material to help professional and volunteer leaders guide 4-H Club members toward mature participation in a democratic society resulted from the study. One of Extension's big opportunities in the decade ahead is to help staff members and local leaders understand and use the findings of the Citizenship Study.

Today the aspirations and problems of those beyond our country's borders are a major concern of all of us. 4-H Club workers are increasingly aware of the need to help young people accept the worth of others, solve problems cooperatively, and be concerned with the welfare of those they may never know personally.

The influence of 4-H Club training has spanned international boundaries in recent years, largely as a result of the International Farm Youth Exchange Program. In addition to implementing the exchange of young people among the nations of the world, IFYE has been a stimulus to interclub, intercounty and interstate exchanges. IFYE has established a basis for extension workers to use in helping young people further develop sound values in relation to world problems.

Growing Conflicts

As human needs and behavior become more generally understood, extension workers may find themselves increasingly involved in conflicts between traditional methods and new understandings.

Early awards programs designed to prove oneself superior to his fellows are giving way to new concepts. The latter recognize achievement of the individual in terms of his own personal development in relation to established standards. In such an award system, each member is primarily concerned in "Making His Best Better" and not just winning over a fellow club member in a contest.

Do we need to look at other areas of the 4-H program?

Can our showmanship programs be based on the total job the member does rather than place value on ability to cover up a defect and thereby create false impressions? To what extent can we involve young people in promotional activities and still be consistent with sound educational objectives?

These and other questions must be faced as Extension redefines its scope and responsibility.

The opportunities of extension youth workers today are as big and basic as the problems that face mankind.

Objective 10—
Gain attitudes, abilities, and understanding for working cooperatively with others.

LEARNING TO WORK TOGETHER

by DELPHIA BIELMAIER, *State 4-H Club Agent, South Dakota*

WHAT makes a 4-H'er tick? The answers and what we do about them make a big difference in the influence of 4-H on a maturing individual.

Local leaders found some of the answers at biennial joint leaders meetings in South Dakota during January. In doing so, they learned some things which will help them help youth to gain attitudes, abilities, and understanding for working cooperatively with others.

"Needs and interests of youth" went to the top of the list as recommended subject matter for the leaders meetings following a survey of county and home agents.

Meeting with local leaders in each county, State 4-H agents discussed needs and interests of youth. Then they involved the leaders in determining how these factors affected and could be incorporated into the 4-H program.

Agents introduced the subject with a brief but eye-opening discussion of our changing social, economic, agricultural, and educational situation. Leaders then were challenged to evaluate their own programs to determine if they were up-to-date.

Drives and Needs

Leader attention was directed to this challenge by a discussion of human drives and needs of individuals. Arranging these into four categories—security, egoism or individualism, approval or recognition, fellowship or companionship—the State 4-H agents presented materials and information pertinent to each of the four areas. These points were backed up by sociological studies and many actual examples of experiences from local counties.

Having discussed drives and needs as constant forces in the lives of all individuals, the groups considered the problem of providing opportunities for acceptable means of satisfying these drives and needs through 4-H programming. The problem of 4-H program planning is further complicated for the leader by the fact that, along with the constant factors, interests of young people must also be considered.

These interests have a tremendous range and vary even further with differences in age and sex. Pre and early adolescents have many and varied interests, usually for a shorter time. As they become older, their interests are fewer and more specific. During adolescence, girls are usually two years in advance of boys.

Group Discussion

After these main points were presented, the group was divided into smaller groups for discussion and an actual program of work from one county studied. Each group worked on one of the following topics.

Did the program provide opportunities for boys and girls to satisfy the human drives and needs of pre, early, and late adolescents? Did the program meet the interests of these three youth groups?

The groups were instructed to discuss the program of work and point out the desirable parts, parts they thought could be improved, and to make constructive suggestions.

Some leaders discovered that it was normal behavior for 9 and 10 year-olds to be enthusiastically interested in projects and want to take twice as many as they probably could complete. Perhaps the fact that older youth have fewer and more specific interests is a reason why, on paper at least, it looks like they're doing less than the younger members.

One problem was "how to get boys to demonstrate." Someone suggested that perhaps they're afraid of competition from developmentally superior girls of the same age.

Who benefits from a 4-H demonstration? The general opinion was that a demonstration gives the 4-H boy or girl an opportunity to satisfy, in some degree, all of the human drives and needs discussed. The question of how to stimulate 4-H member interest in demonstrating was another frequent topic.

Leaders discussed how these drives and interests could be satisfied through project work, educational, recreational and social activities, community affairs, and other local, district, State and nationwide activ-

(See Work Together, page 119)

KEEPING PACE

(Continued from page 110)

The program is then expanded to include design and selection of material from the standpoint of construction, pattern types and sizes, cutting and fitting of garments, and more advanced construction techniques.

You Make Your Own Clothes, the second handbook, is introduced and helps her to progress by one of two paths. She either makes more of the same type garments, thereby improving her skills and techniques, or she makes a garment using the skills and techniques already learned and involving a few new problems.

When the girl has passed the period of rapid physical growth and her mature figure begins to develop, she becomes increasingly aware of her personal appearance. She is interested in good grooming and in clothing that is suited to her type and her personality. She must have the right outfit for the occasion if she is to be self-confident and happy. She is interested in earning money and in purchasing some of her own clothing.

To meet this need, a unit of Wardrobe Planning is being developed. The first step in setting up the unit was to train leaders. We believed that best results would be obtained if the leaders could have firsthand information on current styles for teenagers and also know something about the availability of patterns, materials, ready-to-wear garments, and accessories in their local stores.

Plans for the new unit were outlined in detail. The next step was to consult with the Illinois Retail Merchants Association regarding the possibility of help from local stores. As a result, leader training sessions were held in 14 sections of the State with about 2,000 leaders in attendance.

The merchants were responsible for the training as outlined in the plan. They either assigned members of their staff to conduct the sessions or secured representatives from nationally known companies to do the work. The program included information on fabric design and selection, pattern selection, foundation garments, ready-to-wear apparel and accessories for teenagers and good grooming.

Leaders are incorporating the information acquired at the training schools in their club work this spring. Buying Clothes, a unit being used by advanced members with the help of their county home advisers, is being revised and will follow the unit on Wardrobe Planning.

Since the method used to train leaders for the Wardrobe Planning unit is new, it is being evaluated and results should be known by the end of the year. An attempt will be made to determine the acceptance of the method by leaders and members, the attitude and interest of the merchants, and the quality of the clothing work in clubs whose leaders attended the sessions.

To make a realistic evaluation, leaders and girls will be consulted as the work progresses and county home advisers will check the work of the members from time to time. Evaluation of the work will also be made at county achievement days and at the State fair.

MOVING AHEAD

(Continued from page 99)

Agent turnover is one of the disturbing facts of extension work. Too often it weakens continuity of a 4-H program and it undoubtedly contributes to the problem of older members dropping out. Somehow we must stabilize the tenure of agents.

We must establish attitudes which will enable more young extension workers to view youth work as a worthy and satisfying career in itself, rather than a steppingstone to broader responsibilities.

Other problems closely related to agent turnover are those of agent recruitment and training. We must find ways of challenging more outstanding older 4-H'ers with the satisfaction of careers in extension youth work. We also must find ways to compete with organizations that can offer them greater and more immediate financial rewards. We must work closely with these young people and the instructional divisions of our colleges to see that these prospective youth workers receive adequate training for their jobs.

Recruitment and training of more adult volunteer 4-H leaders is another need. Even with the maximum number of superbly qualified and trained professional workers we will still need many thousands more adult volunteer leaders. One of our tasks is to attract more people to this service and give them the training they need and desire.

These are only a few of the many needs which must be met if Extension is to move forward as it should in youth development. How well these needs will be met depends on many things. The most important is the acceptance by each extension worker of the challenges ahead.

NEW DIMENSIONS

(Continued from page 106)

and that they, the junior leaders, are assisting members in the process of learning. Junior leaders learn that they must be careful not to lose sight of nor abuse their duties and privileges.

Rewards of Leadership

How can you determine the value of growth, development, confidence, poise, service or the establishment of a set of values by which to live? Junior leaders receive the opportunity to learn how to work, play, and share experiences with club members under adult guidance. What greater reward could there be than to observe the development of club members and to know that you have helped?

Broadening of our junior leadership training and the inclusion of a project guide book has greatly enhanced our 4-H program. The recognition of our junior leaders has resulted in increased interest among older members.

Our junior leadership program not only benefits the older member, but it provides help for club leaders by making junior leaders available to fill some of their duties. Younger members, of course, benefit from the training given by junior leaders.

The basic philosophy of our program is centered on the idea that for a person to become a leader, he must work above and beyond the call of duty for personal satisfaction, not just meet the requirements for a project.

In determining who can be a junior leader, we use three key words as a guide—responsibility, encouragement, and guidance.

How Much is a 4-H'er Worth?

by DR. BEN F. LEHMBERG, *Pastor, First Methodist Church, Colorado Springs, Colo.; National 4-H Alumnus, 1957*

How much is a boy or a girl worth?

Several years ago, a chemist estimated that the average human body was made up of chemicals worth about $8.50. He reached his conclusions in this manner: The average body contains about 3,500 feet of gas; he said gas was worth about a dollar a thousand, so there you have $3.50 worth of gas.

He went on to say that the body has 15 founds of fat. It also contains about 30 lumps of sugar, or enough to sweeten 15 cups of coffee. There is enough iron in the body, according to this chemist, to make an eight penny nail. There is enough lime to mark out the homeplate on a baseball diamond. The body contains enough phosphorus to poison 15 people or to make 3,000 match heads. Half the body is made up of water, and water has no commercial value, according to this chemist.

So, he said, the average human being is worth a total of $8.50.

Recently I was told that the atoms in the human body have an energy potential of 11.4 million kilowatt hours per pound. They have a value of $570 million per pound. At that rate, weighing about 180 pounds, I am worth the sum of $102.6 billion. My wife could hardly believe it when I told her my value!

Being Yourself

The 4-H program is built on the idea that boys and girls are really worth something. The 4-H program says to young folks, "Fellows and girls, you are somebody. Now act like that somebody you are."

The people of Northern India have a story of a lion cub who was lost from the lioness. In his wanderings he came across a flock of sheep and started living with them. He learned the ways of sheep. He bleated like sheep. He acted like sheep.

One day the lioness came across these sheep in the search for food. She recognized her cub, which ran from her with the same fear the sheep did. She heard him crying just like the sheep. She forgot about her hunger and succeeded in separating her cub from the flock. Then she took him to a pool of clear water and said to him, "Look at yourself. You are a lion, not a sheep. Now act like the monarch of the forest you are."

One of the most important lessons in life is to learn who you are—a child of the Divine—and then start acting like the son or daughter of a King.

Some modern cynics belittle this human being, our child of the Divine. One has said that man is an ape who chatters to himself of kinship with archangels while filthily he digs for groundnuts. And yet another has said that man is "a small but boisterous bit of organic scum, that for the time being coats part of the surface of one small planet."

In Eugene O'Neill's play, THE GREAT GOD BROWN, the body of Brown is seen lying on the street at the end of the play, a small crowd of curious folks standing by. A policeman arrives, turns to the crowd and asks, "What is his name?" Someone answers, "Man".

How do you spell Man? A-p-e, as one cynic claims? S-c-u-m? Or would you spell Man as the New Testament does, "Now are we the sons of God and it doth not yet appear what we shall be?"

The 4-H program, which considers boys and girls more important than projects, magnifies the dignity of the individual.

One year, as a 4-H project, I raised corn. It was good corn and won me a prize at the State Fair. For several years I raised prize Plymouth Rock chickens. They, too, were champions.

But I was reminded often that it wasn't enough just to raise champions, unless I developed into a champion myself. It is what 4-H helps us to become that is the most important part of its program.

DEMANDS OF CHANGE

(Continued from page 110)

tion and the director of resident teaching in the North Carolina School of Agriculture are former 4-H members. A member of the first baby beef club in Buncomb County, Dr. Hubert Clapp is now practicing medicine. The late W. Kerr Scott, former county agent, commissioner of agriculture, Governor of North Carolina, and U. S. Senator, was an Alamance County 4-H Club member.

4-H Contributions

On and on, from day to day and year to year, the list grows. Ask any of these, or any club member who has achieved recognition in 4-H, "What in your opinion are the things that have contributed most to your success in 4-H and in life?"

The answer will come back to you almost unanimously, "4-H opened new doors of opportunity, making it possible for me to learn to work with others; to explore new fields; to meet and to know leaders in agriculture, business, education and government; to attend State and National meetings; to learn to know the college of agriculture; and to explore career opportunities. And most of all, 4-H helped me to make the most of my opportunities."

The true philosophy of 4-H is that, as we develop a grand champion animal, we have a greater opportunity to develop a grand champion boy or girl.

NEW BEACONS

(Continued from page 109)

inclusive definition of extension youth development.

Third, the new objectives squarely recognize that not all 4-H members can or should become farmers. Technical, scientific, and educational training and help for those who do want to farm is strongly emphasized. To help others, the challenge in agribusiness or related scientific fields is clearly listed as a part of our opportunity and responsibility.

Fourth, the character building and citizenship function of extension education is now clearly delineated. We have long recognized that our goal is skilled hands, strong bodies, trained minds, and good citizenship. But we didn't say so in our objectives. Now our introductory sentence says, "The primary aim of 4-H and other extension work with youth is to provide opportunities for the mental, physical, social, and spiritual growth of young people."

Finally, extension folks at the county and State levels have long recognized the leadership training values of 4-H. Yet this was ignored entirely in the objectives. So we now state clearly: develop leadership talents and abilities to achieve optimum citizenship potentials.

Down to Earth Aims

The new objectives retain or even amplify most of the fundamental principles that have been time tested and universally accepted. A few which come quickly to mind include:

1. Four-fold development of youth is the primary aim.
2. Science and research is the subject matter base.
3. Learning by doing is the practical method.
4. A family and community-centered approach is recommended.
5. Extension workers are planners, trainers, and organizers. Volunteer leaders, parents, and sponsors are the teachers, counselors, and "owners" of the program.

The photos with this article illustrate our 10 new beacons for Extension Youth Development. With the preface statement of aim these objectives put our program in focus.

Governor Mark Hatfield answers delegates' questions at 1959 Oregon 4-H Club Conference.

SEEING GOVERNMENT

(Continued from page 106)

officers of both branches answered questions about the proceedings. Then the delegates met with a panel of lobbyists and learned the part they play in development of legislation.

At other sessions the director of finance and administration discussed how State budgets are put together and the Supreme Court's chief justice explained the judicial system. As in the other meetings, the air was again filled with delegates' questions.

At the final session, a luncheon, the delegates evaluated the conference program and reported ideas for possible use next year.

Another feature was the announcement of the Oregon delegation to the 1959 National 4-H Club Conference in Washington, D. C. in June. Every delegate had been interviewed during the sessions. In this way, the National delegation was chosen with no person missing more than 30 minutes of the conference.

No one loses at the Salem meeting. They gain through the conference, the interview experience, and association with officials and each other.

This conference is developed by the Oregon extension service and is one of the vital segments of leader training provided the teenage 4-H members. It is regarded as one of the State's broad educational features designed to provide a challenge for the 4-H member. As a result of the 1958 conference, one county conference was held with the theme, Know Your County Government. Others may follow.

Oregon club members are inspired by their State conference. They see government in action. Possibly most important is the realization of how they as citizens can help provide good government—local, county, and State. If this is done, national achievement of like nature will be a net result.

NATURAL RESOURCES

(Continued from page 112)

will meet in June at Fontana Village, N. C. to "wise up" on their natural resources. Over 300 senior 4-H members are expected to attend.

Soil conservation districts have great interest in the conservation activities of young people. In Michigan the State Association of Soil Conservation Districts has directors of youth activities in 4-H, Future Farmers of America and the Boy Scouts.

Similarly, the National Association of Soil Conservation Districts has committees on youth activities. As the work in small watersheds progresses, local districts will become increasingly interested and concerned with youth aspects of natural resource conservation.

Extension's opportunity is to provide information of a convincing nature so that young people will understand the values from living in harmony with nature. Where this can be done, there is promise of developing a program soon enough and good enough to conserve natural resources for the common welfare.

WORK TOGETHER

(Continued from page 115)

ities. Judging was given emphasis as being important in helping the individual develop ability to make reasonable and satisfactory decisions.

These and many other problems were discussed by leaders in 65 counties. Each leader was concerned with making the program interesting for the members, and still providing opportunities to help each member satisfy and develop those constant factors—drives for security, egoism, recognition, and fellowship.

This is indeed a big challenge. A program that will provide such incentives and opportunities in our rapidly changing situation is a great challenge that has been entrusted, in a large degree, to the more than 3,000 local volunteer 4-H leaders in South Dakota.

FAMILY HERITAGE

(Continued from page 103)

operation, the program has become the most significant international activity of the 4-H Club movement. It has furthered the awareness of international understanding as a vital ingredient for world peace.

Not only has it increased basic understanding, IFYE has activated many foreign exchangees to apply extension methods to raising the standards of rural living in their homelands. They have helped to spread the 4-H idea throughout the world, serving as a stimulant for founding similar programs in many countries while vitalizing the movement in several others.

IFYE is probably the most widely recognized program of the Foundation. More than 1,000 delegates from this country have gone to foreign countries and 1,179 exchangees have lived with nearly 8,000 American host farm families.

The Foundation's work in human development and human relations has assisted extension workers in becoming more familiar with research in understanding the development and behavior of people, and the interrelationships between people. They have been able to apply this better understanding to their jobs through more effective use of tested educational principles and procedures.

This work has included establishing a library on human development and human relations. Consultation with State extension staffs, workshops, and other training sessions have enabled participants to better understand people and to improve their work with people.

Look to the Future

Yes, for a 10-year old, the National 4-H Club Foundation has shown a lot of growth. But as with any youngster, the adolescent years will be critical in shaping the mature character and personality. The entire extension family has a stake—and a responsibility—in the growth and development of the Foundation.

The Foundation is you—the Cooperative Extension Service. It lives to meet your needs as well as the needs of the people you serve. Helping others to help themselves is a part of the extension family tradition. The National 4-H Club Foundation is endeavoring to uphold the family heritage.

CAREER EXPLORATION

(Continued from page 111)

For those who wish to pursue the career exploration phase, an attempt will be made to counsel and supply facts for help in making decisions. The nature of the occupation of interest, possible sources of training, scholarships, and other financial helps available are examples of the types of information needed. Some career exploration opportunities may be extended to include girls if adequate county staff is continued.

Values to Youth

The work on career exploration and farm management which are inseparable should help discourage some young people from starting in hopeless situations. It should help those who want to farm get started on a more sound business basis.

Our program is pointing out the need for good-sized, economically sound, 4-H projects. It should encourage some of our most capable boys to remain in the general field of agriculture, familiarizing them with the opportunities compared with other types of work.

We are giving boys interested in a particular occupational field an opportunity to get acquainted and talk firsthand with people in that field—to discuss possibilities for training and the nature of the job. We are reaching some boys who have never been reached through 4-H or vocational agriculture, helping to broaden their horizons and understanding.

This program is encouraging more farm and home planning. Whenever decisions are made or goals are set regarding children, the whole farm, the home, and other family members are involved.

The program is helping to gear the 4-H program to different age and maturity levels. It is uncovering new approaches and teaching methods and is interesting more people in assisting in the 4-H program.

Times have changed, and so must our point of view regarding youth development programs if we are to keep abreast with the "challenge of change."

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 1422	Udder Disease of Dairy Cows—*Reprint*
F 1914	Diseases of Swine—*Reprint*
F 1943	Diseases of Sheep and Goats—*Reprint*
F 2118	Soil Conserving Tillage Systems for Corn—*New*
L 224	The Home Fruit Garden in the Pacific Coast States and Arizona—*Slight Revision 1958*
L 249	What is a Conservation Farm Plan—*Revision 1958*
L 444	The Narcissus Bulb Fly—How to Prevent Its Damage in Home Gardens—*New*
G 45	Turkey on the Table Year Round *Revision 1958*
G 59	Simplified Clothing Construction—*New*

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Report to the Nation during 1959 4-H Club Week was made by six National 4-H delegates and two alumni. L. to r. are: Mrs. Beatrice Pfefferkorn, Maryland; Bill Jones, North Carolina; Dwight Walker, New Mexico; Marilyn Wood, Texas; President Eisenhower; Merry Jo Stewart, Colorado; John Carlin, Kansas; Linda Lou Gould, Indiana; and Earl Shiflet, Virginia.

CLASS OF SERVICE
This is a fast message unless its deferred character is indicated by the proper symbol.

WESTERN UNION
TELEGRAM
W. P. MARSHALL, PRESIDENT

SYMBOLS
DL = Day Letter
NL = Night Letter
LT = International Letter Telegram

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1220
(R 11-54)

THE WHITE HOUSE - WASHINGTON DC

TO THE 4-H CLUB MEMBERS OF AMERICA

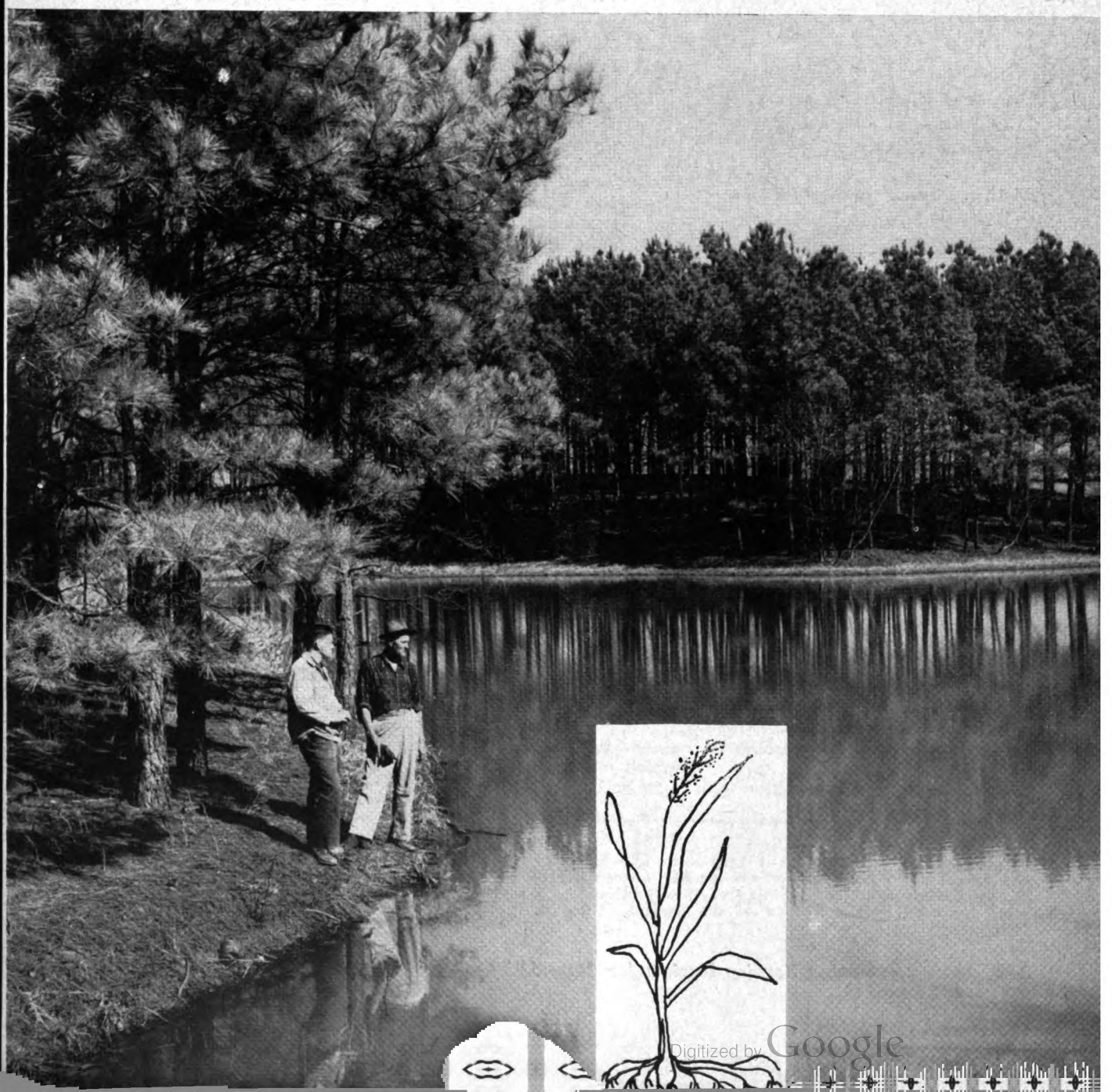
IT IS A PLEASURE TO SEND GREETINGS TO THE MEMBERS AND LEADERS OF THE 4-H CLUBS. THE FOUR-FOLD EMPHASIS OF THIS FINE ORGANIZATION--HEAD, HEART, HANDS AND HEALTH--REFLECTS A BROAD EFFORT TOWARD GENERAL FITNESS AND WELL-ROUNDED DEVELOPMENT. I AM SURE THAT THE TRAINING AND EXPERIENCE WHICH ARE RECEIVED IN 4-H ACTIVITY HELP DEVELOP MATURITY OF JUDGMENT, GOOD CITIZENSHIP, AND THOSE QUALITIES OF LEADERSHIP THAT ARE NEEDED AND VALUED IN EVERY WALK OF LIFE. BEST WISHES FOR ANOTHER YEAR OF STIMULATING, ENJOYABLE WORK IN THE 4-H CLUBS OF AMERICA.

DWIGHT D. EISENHOWER

CONSERVATION, WISE USE AND DEVELOPMENT OF NATURAL RESOURCES

EXTENSION SERVICE
Review

JUNE 1959



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. 30 **June 1959** **No. 6**

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

Division Director: *Elmer B. Winner*

Editor: *Edward H. Roche*

In This Issue

EAR TO THE GROUND

"God Almighty is making more folks every day. But He's not making any more land." That remark was made many years ago by T. B. Parker, one of the original owners of Progressive Farmer magazine. It's just as true today.

A county agent visiting Washington, D. C. recently saw dramatic proof of this. Sherman Weiss of Sawyer County, Wis., one of 20 extension workers here to receive USDA Superior Service Awards, stopped by the Department of Commerce to visit a friend.

In the lobby, Sherman saw the Census Clock, an electric chart which records births, deaths, immigrants, emigrants, and net increase in our population. He visited his friend, then checked the Census Clock again before leaving. In the 20 minutes he was in the building, the U. S. population increased more than 100 persons.

The Census Clock records a net increase in population of 1 person every 11 seconds. If you slept 8 hours last night, the population was more than 2,600 persons greater when you awoke. And the same increase occurs around the clock, every day in the year.

No further proof should be needed that we all have a stake in conservation, wise use, and development of natural resources. As the Scope Report points out, "The Extension Service has both a unique opportunity and a responsibility to help develop a realistic appreciation of the necessity for and practical value of the wise and non-depleting uses of such resources."

Throughout this special issue, you'll note one underlying thought—the inescapable relation between human and natural resources. This thought is well expressed in another statement I read recently:

"Life has been considered cheap and expendable by nations which have suffered extreme resource deterioration such as China—which never discovered the relationship between man and his environment. In other places, other times, and in other ways the human race has paid the price of this lack of understanding.

"Conservation, in its broadest sense, means living in harmony with nature. Man cannot escape his environment. He may live out of harmony with it as they have in China, or he can develop essential knowledge and a sense of conservation. The issue is that simple."—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. The printing of this publication has been approved by 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.

OUR RESPONSIBILITY to NATURAL RESOURCES

by E. W. JANIKE, *Associate Extension Director, Nebraska*

CONSERVATION, development, and wise use of natural resources is everybody's business.

The way we think about resources depends on where we live, how we earn our living, and the expediency of our immediate needs. To one person a stream is a place to fish and boat. To others it is a source of water for irrigation, domestic, and industrial use.

Most people who live in cities probably think of natural resources as a place to fish, hunt, and take a vacation. Rural people think of natural resources as something usable for producing the food and fiber needed to maintain their own families and those who live in the cities.

We in Extension accept as a general principle that our educational responsibilities are first to farm families, but not to them alone. Farm families are closest to our natural resources and are more conscious of their value and expendability. We, as extension workers, probably think more in line with the interest of those who use natural resources as a means of livelihood.

Because we work in the agricultural field, we too are close to soil, water, minerals, forest, grassland, cropland, fishing, and wildlife. We recognize that natural resources are expendable and that some are irreplaceable.

The Changing Scene

The total cropland acreage has changed little since 1920. New cropland has been developed through drainage, clearing, irrigating arid land, and plowing up native grass. However, land is being lost to highways, industrial growth, urban development, erosion, military establishments, and other uses. Forty-five years ago there were 3.55 acres of cropland per capita. Today there are no more than 2 acres per person.

Water use is mounting. Per capita domestic use is 145 gallons daily. Total use for domestic, agricultural, and industrial purposes is about 1,300 gallons daily per person.

Even though per capita use of lumber has decreased 50 percent since 1900, total consumption has increased. Hunting and fishing permits increased 2½ times in a 15-year period. Minerals once used are irreplaceable.

Look at some of our neighbors across the ocean and see what can happen to natural resources and their relation to food and fiber needs in supporting a growing population. We face some of the same problems of increasing population and natural resource needs.

Most of us have enough confidence in research and human nature to feel that we can avoid the hardships and resource deteriorations that have occurred in some of these countries. However, the problem does not simplify with time. It becomes more

(See Our Responsibility, page 142)

The Potential in Farm Woodlands

by W. S. SWINGLER, *Assistant Chief, U. S. Forest Service*

RECENTLY a county extension agent told me that a farmer had asked him to look over some pasture improvement work. As they walked across the fields, the agent glanced at the patch of woods in one corner of the farm and asked the owner, "What plans do you have for your woodland?"

The question surprised the owner. He replied, "Plans? I don't know as I've given my woods that much thought. I suppose I'll be cutting some timber soon."

About three weeks later the farmer came to the agent's office. He said he'd been thinking about his woods since the agent's visit. He'd looked over his woods and wondered how to go about getting a woods plan.

That was easy for the agent. All he had to do was to get in touch with the local forester. The forester and the owner made an inventory of the woods. Then, with the needs of the farmer in mind, the forester made an easy-to-follow management plan for the woodland.

"The important part of this story," the agent said, "is that the woodland is now a full producing part of the farm operation."

I like the emphasis that he gave the words, "full producing part of the farm operation." Therein lies one of the best opportunities at the finger tips of our farm woodland owners today.

Total Timber Picture

This small forest ownership situation is typical of many throughout the country. In order to get a clearer picture of the total situation, let's take a quick look at the Timber Resource Review (TRR).

In January 1958, the Forest Service, U. S. Department of Agriculture, issued a report, Timber Resources for America's Future. Secretary of Agriculture Benson called it "The most complete appraisal of the timber situation ever made in this country."

It reveals that there are 3.4 million farm woodlands containing 165 million acres of timber which could and should be made a "full producing part of the farm operation." In addition 1.1 million small, nonfarm forests need early forestry attention.

More specifically, the TRR shows that most of the land owned by forest industries and public agencies is left in reasonably good growing condition after cutting. But on more than half of the recently cut farm woodlands and other small private forests, conditions for future growth are far from good.

These small forest ownerships have the greatest wood-producing potential in America and are usually the most accessible. But they are only growing one-half or less of the quality premium-priced timber that they could grow with a boost from scientific forest management.

In many places the trees that are monopolizing some of the choicest timber growing land are not the best species. And frequently where there are good trees, they are too few in number and often cut before they reach the most profitable size.

Small woodlands comprise over half the commercial forest land of the United States. Obviously, when considering goals for future timber needs, we cannot ignore 50 percent of our forest land. And these properties are now producing far below their capacity.

Timber and the Future

To insure our growing population with timber—there will be 100 million more people by the year 2000—we will need to double the sawtimber growth on these lands. We've got to step it up from an average annual growth of 97 board feet per acre to at least 195 board feet. The biggest job is to step up softwood growth by about three times.

In talking about America's small forests, I am not thinking in terms of land and trees for the sake of just growing trees. I am thinking of the benefits woodlands bring—watershed protection, wildlife, soil stabilization, and a tranquil place for outdoor recreation—to name a few. I am thinking also about the hundreds of new forest industries that doubled sawtimber growth could support and the thousands of new jobs and new landowner income that it could create.

Extension workers know that the

(See Farm Woodlands, page 134)

Forester and Connecticut farmer mark trees for cutting in farm woodlot.

ADDING UP OUR soil assets

by GEORGE ENFIELD, *Federal Extension Service*

WE'RE so rich we don't know how much we're worth. That might describe the soil situation in our country.

Some people may contend we've been so busy we never took time to add up our soil assets. Probably others would say our wealth changes from year to year so what's the use of fussing about it anyway.

In 1956 Secretary of Agriculture Ezra Taft Benson decided to find out the present condition and use of one of our greatest resources—the soil. He issued a memorandum implementing a National Inventory of Soil and Water Conservation Needs. It includes two major types of estimates: (1) an inventory of land use, conservation problems, and acreage needing treatment; and (2) an inventory of watershed project needs.

The inventory of land use and conservation problems includes all land except Federal noncrop land, while the watershed project inventory includes all lands without respect to ownership. The Department of Agriculture is encouraging cooperation of agencies responsible for Federally-owned land management in developing data for the National Inventory.

A departmental committee composed of representatives from eight agencies developed a procedure for the inventory. States and counties expect to finish their part of work by January 1, 1960. Review of the data, compilation, and summary of the results will be completed shortly after the first of the year.

Survey Steps

The first step is to survey the present soil situation. It would be impossible, of course, to complete a detailed survey for the entire country in less than 3 years. So a statistical sampling procedure is being used. Findings are being expanded to give a reasonably accurate estimate for each county.

The results provide county people with an estimate of their present soil resources according to: (1) soil type, (2) slope, (3) existing degree of erosion, and (4) present land use.

Each county committee is composed of representatives from all agricultural agencies within the county and others interested in soil and water conservation. The committee compares data obtained from the expanded soil survey with other land use records such as agricultural census reports, agricultural experiment stations, forest surveys, ASC records, assessor reports, and others. Then they adjust the estimates, if necessary, to comply with adopted land use.

Soil information is grouped into land capability units and then subdivided according to present use such as: (1) cropland, (2) pasture and range, (3) forest and woodland, and (4) others. Then the local committee predicts the land use pattern for their county in 1975.

Next the county committee estimates how much acreage needs treatment to conserve soil and water resources. These estimates are made for the expected land use.

The inventory of watershed project needs will provide a basis for classification and appraisal of needs of the nation's small watersheds.

This inventory will provide a reasonably accurate record of our present net worth in soil resources. This should make it possible to calculate the productive capacity of our agricultural plant. From our present output, we can estimate our efficiency. Such an estimate can do many things. It may eliminate the fear that our rapid rise in population is about to eat us into a food shortage. It should show the areas that are in the greatest need for soil and water conservation.

The inventory may direct attention to needed research for anticipated land use pattern in 1975. A survey of this nature could help select sites for the expansion of food production that requires specific soil and climatic conditions.

This information should help direct agency programs concerned with soil and water resources. The estimates will give a basis for comparing county needs, projected possibilities, and a starting point from which accomplishments and trends can be measured.

Projecting Land Use

Before this survey, we estimated progress by what had been done rather than measuring the direction we were going. The land use trend was measured by looking backward on what we thought the conditions must have been. The rapidity of change was not well-known because we had failed to establish accurate benchmarks or dates of observations from which deviations could be measured.

We hear much about expected land use, yet this is the first time we have established a base line to measure these changes for the nation. Some counties have been carefully sur-

(See Soil Assets, page 142)

MANAGING THE PUBLIC DOMAIN

by **BUREAU OF LAND MANAGEMENT**, *Department of the Interior*

Development of water on arid ranges is an important part of BLM's range improvement program.

THE Bureau of Land Management —BLM as it is generally called —is responsible for the conservation, management and development of a large amount of land and natural resources. Altogether the Department of the Interior's BLM manages about 475 million acres, an area nearly 10 times the size of New England. About 299 million acres of this total are in Alaska.

This is the public domain—land that belongs to all of the people. Once it included more than 1.8 billion acres—all of the land west of the Mississippi River (except Texas) plus Florida, Alabama, Mississippi, Ohio, Indiana, Illinois, Michigan, Wisconsin, and Minnesota. Most of the public lands now are located in the 12 Western States and Alaska.

Extent of Responsibilities

The job of managing the Nation's public lands and resources is big and complex. It deals with the land itself, minerals (including oil and gas), forests and timber, and range grasses. To do its work, the Bureau divides the jobs among five main programs.

One important program is the public land survey. These surveys are basic to acquisition and use of public lands and provide legal land descriptions for ownership and title purposes. Throughout the public land States is spread a network of townships, ranges, and sections—a surveyed patchwork quilt of property lines.

In years past this survey work was done by men on foot. Today the Bureau uses helicopters to transport crews to and from remote, rugged work areas. The Bureau is also making use of the latest electronic distance measuring devices and studying the feasibility of aerial photographic survey methods.

The basic element of natural resource administration is, of course, land. And basic to the programs and operations of BLM is the administration of the public land laws. Under these laws, over a billion acres of public domain lands have been transferred to private ownership and local governments.

Special Legislation

Many different kinds of laws apply to the public lands. Some, such as the homestead and desert land laws, provide a means for the transfer of public lands to private citizens for farms and homes. Others provide for the public sale of certain lands to individuals. One law authorizes the lease or sale of small tracts for business, recreational, or residence sites.

Laws also provide for the leasing or transfer to private ownership of mineral lands. And another authorizes States, local governments, and nonprofit organizations to obtain lands for recreational and other public purposes. There is also authority for the withdrawal of certain lands from all forms of public entry and appropriation—for defense purposes, wildlife areas, and other management uses.

As a part of its lands function, the Bureau maintains basic land records —documents which are the source of original title for more than 1.8 billion acres of private and public lands. These records date back to colonial times.

The Bureau is responsible for a forestry program on a broad scope. BLM administers more than 161 million acres of forest and woodlands in continental United States and Alaska. These consist of about 46 million acres in commercial types of forest lands and 115 million acres classified as woodlands.

Selling mature timber under good forest management practices, embodying the principles of sustained yield, fire prevention and suppression, forest disease and insect control, and access road construction, are all parts of the BLM forestry program.

Another major program of the Bureau is administration of the mining and mineral leasing laws. The Bureau issues competitive and noncompetitive leases for oil, gas, phosphate, and other minerals, and grants patents to lands located under the General Mining Laws.

Bureau range managers and technicians work with programs to conserve water and other resources in the management of western rangelands, to provide browse for wildlife, and forage for the production of meat, wool, and leather. They issue permits in grazing districts and grazing leases on public lands outside of these districts.

In carrying out an active program of rehabilitating depleted rangelands

(See Public Domain, page 138)

Meeting Tomorrow's Fish and Wildlife Needs

by ARNIE J. SUOMELA, *Commissioner, Fish and Wildlife Service, U. S. Department of the Interior*

IN the Fish and Wildlife Service of the Department of the Interior, the accent today is on program planning to meet tomorrow's fish and wildlife needs. These needs of the future are being created by the rapid growth of our country. Our population is expanding explosively—200 million expected by 1970 and at least 300 million by the turn of the century. In terms of recreation dependent upon fish and wildlife, more people mean greater needs and larger demands on our resources.

One thing we know for certain—there will never be any more habitat available for fish and wildlife production than we have today. And with the explosive increase in our population, the simple fact is there will be considerably less.

Wildlife resource conservation must meet this threat of shrinking natural habitat. This is not a problem still in the future. It is already with us.

Our future programs must be based on the fact that all resources —soil, water, forest, fish and wildlife—are interrelated and interdependent. We must tie the management of fish and wildlife resources to a balanced use of soil and water.

The biggest single need is to find ways to increase fish and wildlife production per unit of environment. We must follow the pattern agriculture already has pursued in this respect. Our sights will have to be raised constantly as the numbers of people mount and their requirements for food and recreation increase.

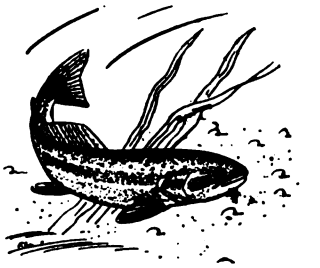
The first step is to develop the techniques. The second is to get them implemented on a broad basis in terms of the acreage required to meet the demands for the product. The former involves research; the latter, management.

Research must be expanded and coordinated. States look to the Service to coordinate research efforts on resident wildlife and sport fisheries. We facilitate exchange of information from various studies and suggest patterns of research in governmental agencies, universities, and private foundations. This helps eliminate duplication and encourages the use of special talents on the right tasks.

In management, as in research, the Service's two Bureaus (Bureau of Commercial Fisheries and Bureau of Sport Fisheries and Wildlife) promote the exchange of information on management techniques and devices. This applies both to resident fish and wildlife, for which the States are responsible, as well as for migratory birds, the responsibility of the Federal government.

The Bureau of Sport Fisheries and Wildlife has another important management responsibility in planning for the future. It makes certain that adequate plans are incorporated in Federal financed or licensed water development projects, not only to relieve any fish and wildlife losses but to enhance such values.

In capsule form, the future program of the Bureau of Commercial Fisheries seeks to maintain fisheries at the point of maximum sustained yield with peak efficiency for the fisherman's effort. And the Bureau wants to assure that the consumer obtains the highest quality fishery product that nature and science can provide.



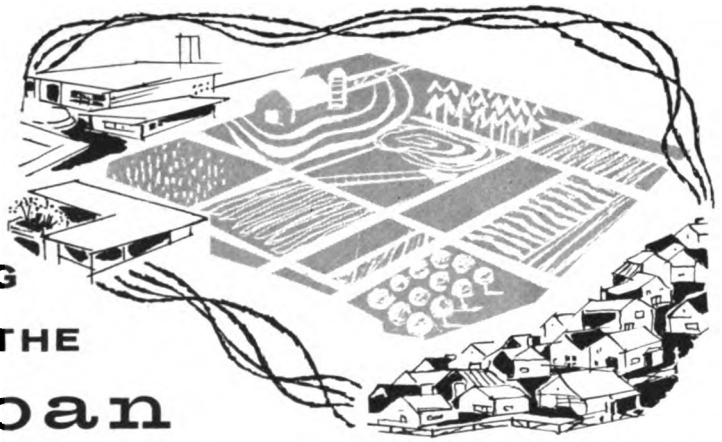
In program planning we find many instances where commercial and sport problems and responsibilities are joined.

For example, swift inroads are being made on irreplaceable habitat for both commercial and recreational resources. Real estate developments in coastal marshes, intracoastal canals, big ship canals and other such projects threaten spawning and rearing habitat for commercial and sport fishes, wintering grounds for migratory waterfowl, and year-round habitat for many valuable furbearing animals. Our job is to devise ways of protecting these resources without hampering needed industrial or agricultural development.

Another matter of joint concern is the use of insecticides and herbicides which not only kill pests but take a terrific toll of fish and wildlife. Our intention is not to sacrifice the farmers' crops to the grasshopper and other insects but to help develop formulae and procedures which will do the job for the farmer without injury to fish and wildlife.

An essential characteristic of our resource program for tomorrow—if we are to keep pace with the future—is a greater partnership effort among Federal departments and between the Federal government and the States. Again, the importance of a

(See Fish and Wildlife, page 138)



COPING WITH THE urban SPRAWL

by W. B. WOOD, *Extension Director, Ohio*

URBANIZATION is the order of the day. Across the nation, cities are sprawling farther and farther into the country with their overflow of people.

Many States are experiencing population booms, among them Ohio. There are nearly 1.5 million more citizens in the State now than in 1950. If the trends continue, Ohio's population will swell from 10 million at present to between 12 and 13 million by 1975.

Industry is pushing out too, as big factories spring up in rural areas. These industrial plants look to both rural and urban residents to fill their payrolls.

What will this rapid urbanization do to people and to the environment in which they live? What will be its impact on conservation, development, and use of natural resources? Certainly we can expect to face such problems as increased industrial and domestic needs for water, new concepts in proper land use, greater need for recreational facilities, sewage disposal, and protection against stream pollution.

But in a larger sense, we face the need for establishing a basic policy to govern our natural resources. The future strength and security of our nation and its people require determination of such policies, plus the application of action programs which will provide sound management of resources for the good of all.

These problems are in the public interest and must be considered by all the people. Extension's role is one of setting the stage for thorough discussion of the problems involved, providing information on which sound judgments can be based, and assisting in arriving at a course of action to meet future needs.

We do not expect this course of action to be smooth or without turns or detours. Frankly, we cannot envision all of the turns that this course may follow, or even the exact spot to which it will eventually take us. This does not mean, however, that we cannot or should not begin to equip ourselves with the educational skills we shall need when we are called on to help people decide which road to take.

Changing Audience

Urbanization is bringing rapid changes in the cooperator clientele of many county agents, particularly in metropolitan counties. In some areas, agents are working on such problems as rural zoning, water supply, drainage, and sewage disposal. People are asking questions about lawn care, garden and backyard fruit culture, and insect control.

The county agent suddenly finds that he is serving a new group of people, a different audience, with vastly different interests. His clientele becomes one far more interested in crabgrass control than in mastitis control. The farms the agent visited and knew so well are gone. In their places stand industrial plants and housing developments.

In such rapidly changing communities, the Extension agent who serves best will be the one who is able to shift emphasis to meet the needs of his clientele.

In Ohio we believe Extension has a responsibility to work with other agricultural interests in developing an adequate policy governing the water, soil, forest, and other natural resources to cope with rapidly changing conditions. We know from experience that county agronomy and conservation committees, either organized separately or in conjunction with the local soil conservation district, are both feasible and practical in developing an extension educational action program.

Farming practices influence the quantity and quality of water available for agricultural purposes as well as for domestic, recreational, and industrial uses. We know today that one-half the total water consumed in the United States is for irrigation, although only 7 percent of the land area is involved. Conservation authorities estimate that in a State expanding rapidly, industry and agriculture water requirements will double within the next 10 years.

We can expect urbanization to increase our needs for outdoor recreational facilities. With shorter work weeks and improved transportation, people are spending more time in the country. This means we shall need to make maximum use of our lakes, streams, forests, parks, and other outdoor recreational facilities, and perhaps consider the development of additional ones.

Modern housing creates problems in land use, too. The trend is away from apartments and toward single unit dwellings. Single units occupy more land, taking additional acreage out of production. As these units mushroom side by side and row on row, they bring quickly into focus problems in zoning, sewage disposal, school and recreational facilities.

Such mushrooming communities need a means of carrying out long-range township or county plans to

(See Urban Sprawl, page 143)

Giving Land a Future

by J. E. LAWRENCE, *TV Specialist, New York*

Editor's Note: The author was formerly associate county agricultural agent in Broome County, N. Y.

Typical pond on a rural nonfarm property which was once a run-down, abandoned farm.

SIXTY-TWO percent of your county is submarginal—economically unsuited for full-time commercial farming. Rural nonfarm residents, part-time farmers, absentee landowners, city dwellers, civic and social groups, business and industrial interests, and commercial farmers are involved in the complex social and economic problems arising from this vast out-of-farming area.

Extension is called on to launch an educational program to help these folks turn an obvious land liability into a tangible asset designed for wholesome, harmonious rural living.

I found myself in this challenging situation 4½ years ago when given the opportunity to participate in this different approach to the total rural scene. In this case, it is an approach that concentrates largely on the conservation, development, and wise use of natural resources.

Specifically, it involves the sound and profitable use of low-income farmland. It is a program based not entirely on what people can do for this land, but more on what the land can do for the people.

Site of this pioneering project is Broome County, N. Y. A 700-square mile area along the New York-Pennsylvania border, Broome County is typical of the rapid rural changes taking place through both States' "tier" counties.

A hill and valley topography reflects wide variations in the land's suitability for profitable agriculture, mainly dairy. Improved farming methods advance the competitive position of better lands. High urban populations, with easy access to rural areas, are an inexhaustible reservoir for settlement of the fringe and beyond by city-working, country-living residents.

Against this backdrop, the commercial farmers responsible for the county's agricultural extension program teamed up with civic, business, and industrial interests to examine the many problems involving abandoned farmland. Out of this study came a blueprint for action—the committee's report known as, Land of the Future. This document spells out specific recommendations for the fuller utilization of once productive farms.

So, what is the future of this land?

This is precisely the question farm and city leaders asked as they shaped Extension's new land-use program. They were given part of the answer when they called on a number of county, State, and Federal agencies for advice and counsel. These agencies supplied valuable information pointing the way to a practical solution to the wise use of submarginal land.

(See Future for Land, page 134)

Exhibits help acquaint people with the program, enlist their support, and let them know that someone is interested in their problems.

Local leaders and members of College of Agriculture advisory committee learn about a farmer's land use plans.

The Brandywine—
A Watershed at Work

by CLAYTON M. HOFF, *Executive Vice-President, Brandywine Valley Association, Wilmington, Del.*

THIS is a story of a valley, the Brandywine Valley, and how the people there have worked together to make it a better place in which to live, work, and play.

The Valley is not large, only 330 square miles. It is not heavily populated, only about 200,000 inhabitants. But it has been important in the industrial and political history of our country and it may earn another spot in history for its accomplishments in conservation of natural resources.

It all began back in March 1945 when 35 interested citizens of the Valley met to discuss their major natural resource problems. They viewed slides depicting the severity of their problems: stream pollution; decrease in crop yields and lower fertility of farmland, due to soil erosion; damage to forest through improper lumbering, pasturing of woodlots, and fires; diminishing game and wildlife; and sacrifice of fishing and other forms of recreation, due to polluted and flooded streams.

When the group saw how these things were affecting not only their welfare, but their health as well, they decided to act. They voted then and there to form an organization to study and solve these problems.

That's how the Brandywine Valley Association, Inc. was formed. It was incorporated as a private, non-profit, educational organization, with the objectives of restoring, serving, and improving all natural assets of the Brandywine Watershed.

A basic conception was that a watershed is a logical unit to work on the conservation of natural resources. The people of a watershed have more in common than in a politically bounded unit.

Then, too, the organizing group believed that it was the responsibility of the local people to initiate and prosecute their own program of conservation. While accepting local responsibility, however, they did not overlook the advantages and took every step to secure the assistance of all available local, State and Federal agencies, particularly with respect to technical help. They diligently avoided competing with an existing agency. On the other hand, where a needed agency did not exist, they took steps to create one.

Another basic principle was that work should be done simultaneously on all problems and all resources. They also believed in securing the financial assistance of all interests in the Valley and carrying out a program which would provide the maximum benefits to all interests.

Educational Methods

Broadly interpreted, the Association's educational work covers research or fact-finding, public information, promotion, and encouraging cooperation between various agencies in the watershed. The following are projects classified as research or fact-finding.

- Measuring rainfall, discharge, and silt content of the Brandywine through a cooperative agreement with the U. S. Geological Survey.
- Determining the cumulative effects of pollution by a limnological survey of the Brandywine waters, through an agreement with the Academy of Natural Sciences of Philadelphia, Pa.
- Measuring the amount of topsoil or the degree of erosion with the help of Extension and the Soil Conservation Service. Securing a comprehensive water and land use survey of the entire Valley through the help of the Soil Conservation Service.

In the educational field, the Association uses all media to inform people in the watershed of the problems, remedies, activities, and progress. Illustrated talks have been presented to audiences of over 700,000.

A 27-minute, 16mm. sound color film, The Brandywine—A Watershed At Work, was prepared with the assistance of the State Departments of Forests and Waters, and Agriculture, and the motion picture laboratory of Pennsylvania State University. Thirteen prints of this film, distributed both by the Association and the Department of Forests and Waters, have enabled hundreds of organizations and thousands of people in and out of the watershed to study this program.

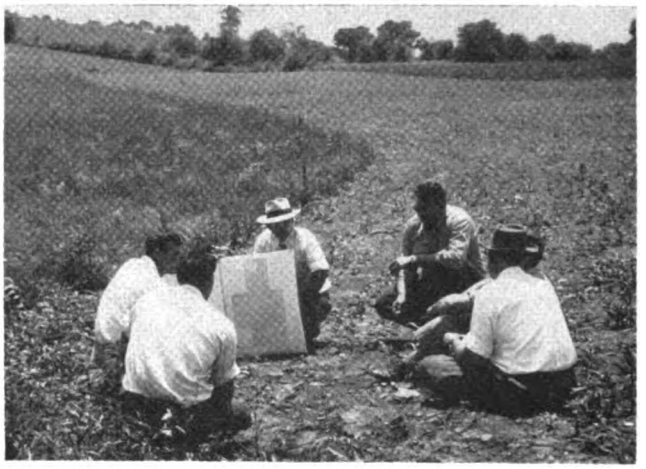
The Association, for most of its lifetime, has participated in one conservation workshop for teachers and has instigated the formation of two more. These workshops provide opportunity for over 100 teachers each year to study the conservation of natural resources in the field and to equip themselves for teaching it.

Hundreds of conservation tours have been conducted by Association staff members for teachers, schools, social clubs, service clubs, civic organizations, educational, and other groups.

Another important educational project was the Gregory Farm Demonstration, planned in cooperation with Extension and the local Soil Conservation District. This rather comprehensive face-lifting program on a farm was witnessed by over 10,000 people. Similarly, a sanitary landfill demonstration was arranged, in cooperation with four townships, so that hundreds of people could see and study the various new methods of rubbish and garbage disposal.

The WATERSHED NEWS, a quarterly, and other publications are sent to the 2,000 members of the Association. The staff conducts regular radio broadcasts and arranges telecasts to cover interesting events.

Sensing that little progress could be made on reduction of pollution in Delaware without a pure stream law, steps were taken to prepare a Pure Stream Bill for Delaware. The As-



County agent and district supervisors talk over farm conservation measures as part of Brandywine watershed improvement program.

Great blue heron, a rare sight until recently, and mallard ducks are part of wildlife and game improvements in Brandywine Valley.

sociation backed its passage by the legislature and since has cooperated with the Water Pollution Commission of Delaware and the Sanitary Water Board of Pennsylvania on the reduction of pollution from industrial and sewage waste.

To improve the harvest of farm woodlots in the Brandywine Valley, the Association promoted the organization of a cooperative sawmill and a consulting service for better harvesting and utilization of farm forest products.

To study present and future needs of water supplies in the Valley, the Association organized the Brandywine Water Resources Committee. The committee, which consists of the major water users of the Valley, directed a survey of the present and future water needs, water now available, and the means for reconciling the two.

Some Results

A rather comprehensive evaluation of results was made after the first 10-year period of the Association's existence. They show that for the Valley, as of October 1955, over 55 percent of the farms were under conservation plans with Soil Conservation Districts and 70 percent of the farms were under good conservation practices. Over 20,000 acres were in contour strips and some 18,000 acres converted to grassland farming.

Conservation activities included over 13 miles of diversion terraces and 145 new farm ponds. Runoff has been reduced by about 30 percent as measured by our series of rain gage, flow gage, and silt sample stations, and there has been more than 60 percent reduction in silt discharge.

Over 2,200 acres of woodlots were harvested under the supervision of a farm forester and over 1½ million trees planted in reforestation projects.

Game and wildlife have increased due to a decrease in pasturing of forests, burning of woodlots and grass, and also because over 21 miles of multiflora rose living fences have been planted.

Since creation of the Delaware Water Pollution Commission, progress has been rapid in the reduction of pollution. The city of Wilmington has spent $18 million on a sewage reduction plant and other communities have spent another $4 million on improving plant facilities. Industries, likewise, have spent over $1.1 million on waste disposal equipment.

The net result is that the Valley has equipment for handling about 95 percent of the sewage and industrial waste.

This means, of course, that fishing is rapidly getting better in the Brandywine, not to mention additional fishing in the farm ponds. And other facilities for recreation are rapidly improving. The Brandywine is now classified as a satisfactory source of domestic water.

About the time of this 1955 progress report, a big change occurred in the Association's major activities. It was precipitated by 2 years of severe drought followed by severe flood damage.

Feast or Famine

During the drought, industries were forced to curtail production, citizens were requested to refrain from non-essential use of water, and many farmers resorted to supplemental irrigation, thus decreasing the level of water in wells and the flow in streams. Following these periods, there were torrential rains, resulting in terrific flood damage to industry, community, and agricultural land, not to mention highways, utilities, and water supplies.

The extremes of these conditions are illustrated by the flow measurements at the dam at the Wilmington water supply intake. For several days the flow of the Brandywine was below 38 million gallons per day, of which industry consumed 5 million (normal consumption 15 million gallons per day) and the city of Wilmington 33 million gallons, leaving not a trickle flowing over the dam. Then came the cloudburst and enough water went over this same dam in 2½ days, approximately 10 billion gallons, to last Wilmington for almost a year.

The simple answer was to save

(See The Brandywine, page 134)

THE FISHPOND BOOM

by EARL F. KENNAMER, *Fish and Wildlife Specialist, Alabama*

FROM a few thousand weed-choked "fishless" potholes to 2½ million productive units is the saga of the artificial pond.

The productive fishponds we have today stemmed from experimental work by the Alabama Polytechnic Institute Agricultural Experiment Station in the 30's. Since that decade, the landscape has become dotted with private ponds.

No one can provide an accurate number of farm fishponds because they are being constructed by the thousands at this moment. In Alabama alone, the 16,565 farm ponds have a surface acreage almost equal to the acreage of all streams and rivers in the State!

The primary purpose for a pond may be water for home use in areas of limited rainfall, livestock water, or a reservoir for irrigation. At the same time, no owner should overlook the feasibility of stocking his pond with fish.

In many cases the pond serves as a source of additional income. Thousands of Alabama landowners construct and manage what I call "pay" ponds. These generally provide an income of $50 to $300 per acre annually.

One Alabama farmer has three ponds totaling 10 acres open to the public. In 1957 he realized $4,800 from sale of daily fishing permits. Pay ponds in the State last year grossed $642,795.

Ponds have other values besides recreational, agricultural, and cash income. A 2 to 3-acre pond will supply 150 to 600 pounds of edible fish annually. Privately owned artificial ponds in the nation today could supply at least 125 million pounds of food fish in an emergency.

What are the basic problems confronting extension fish and wildlife specialists (now classified in full-time capacity in 13 States) and county agents in regard to private fishponds?

Location and Construction: In many locations, ponds should not be built because of terrain, soil type, contamination, and other factors. There is danger of excessive water seepage in sandy or limestone areas.

In the earlier days of pond construction, we recommended a 1-acre pond for a farm family. This is still generally true if you exclude all "fisherman friends." Even ponds smaller than 1 acre are good producers with careful management. But most landowners, whenever possible and economical, should figure on a 3 to 5-acre pond.

Stocking and Balance: Many pondowners want to "experiment" with various species of fish or stock too many fish of approved species. In such instances, the ponds become sterile producers.

Often the forage fish species—bluegills, shellcrackers—become crowded and must be reduced in numbers and bass added. I usually recommend that ponds with too many fish of undesirable species be drained and restocked.

Weed Control: Possibly the most pressing problem is the prevention and control of weeds. Most ponds in time become infested with vegetative growth.

Prevention by deepening the edges and following a good fertilization program is a basic theme. When ponds become crowded with plant growth, it is the specialist's and the county agent's job to determine the most economical chemical or mechanical control program.

At times the situation calls for a partial solution. For example, one pond of around 50 acres was thoroughly clogged with *Elodea*. Eradication of the weed would have been a banker's nightmare. At my suggestion, "fishing channels" were developed by application of sodium arsenite. The owner then had limited fishing areas with a minimum of expense.

Muddy water, excessive seepage, diversion of heavy overflow, bird and mammal pests, and acid and alkaline water pose other problems for the pondowner and the extension worker.

What of the future? The prediction is continued construction of new ponds.

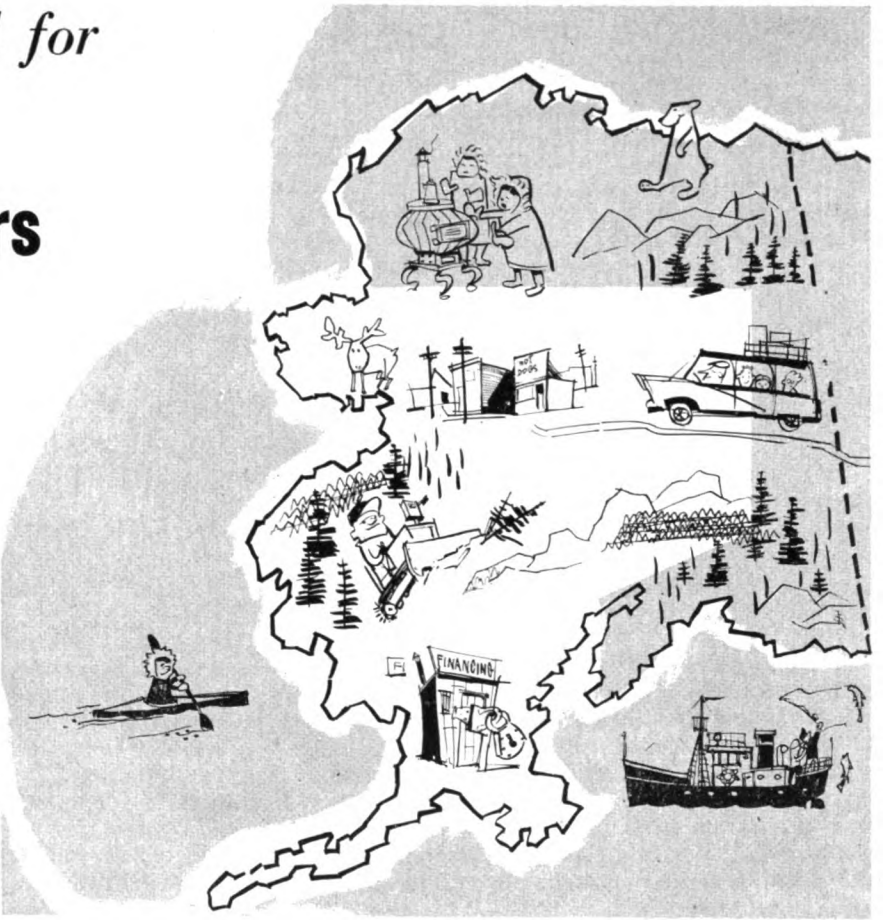
There's no doubt about it—the farm fishpond is here to stay!

Weed infestations such as this are a constant problem to pondowners.

The same pond gets an approving look four weeks after treatment.

What Lies Ahead for Alaska's Homesteaders

by JAMES W. MATTHEWS, *Fairbanks District Extension Agent, Alaska*



HOMESTEADING! The prospect of staking out a land claim in Alaska excites the imagination of a lot of people. They see this as an opportunity to get started in farming on "free" land.

But advising everyone interested in farming in Alaska to do so posthaste is somewhat like advising everyone interested in operating a drugstore, sawmill, or grocery store to come to the new State. Certain limitations apply to all of these operations—market limitations, training, physical and financial resources, capital requirements of establishing a new business in an area quite different climatically, sociologically and geographically than most States.

Many new and unusual problems face persons establishing a farm in Alaska. It is not possible to treat all of them in a single article. Discussion of some major problems, however, may help extension workers in advising persons interested in agricultural possibilities of Alaska.

Alaska is the only State which offers unlimited homesteading opportunities. Every male citizen of the U. S. over 21, or female over 21 who is head of a household, qualifies for homestead entry provisions on 160 acres. But this is not free land. A minimum of one-eighth of the acreage must be cleared and meet cultural requirements to be eligible for title.

Land clearing costs range from $100 to $125 an acre in the Fairbanks (interior) area to as high as $200 an acre in the Matanuska Valley and heavily timbered areas on the coast. Minimum cleared acreages to allow adequate rotation and good crop production range from 50 acres for vegetables to 100 acres for dairying and less intensive farm enterprises.

Farming Enterprises

Dairying, potato, and small vegetable production have been the most successful and stable farm enterprises.

A 1957-58 survey of 18 dairies in the Matanuska Valley indicated an average capital investment of $57,479 in land, buildings, machinery, livestock, crops, feed, seed, and fertilizer. Milk production per cow averaged 10,000 pounds. Cost of production per 100 lbs. of milk amounted to $9.72 and sales price per 100 lbs. ranged from $9 to $11.50.

Dairying, which accounts for more than 50 percent of the annual farm income, has seasonal surpluses, even in its developmental period. Surplus milk is sometimes sold below production costs in the Matanuska Valley, the largest production area.

Using the national average consumption rate of 107 lbs. of potatoes per person, 1,680 acres would be needed to satisfy requirements for Alaska's 220,000 people. The 1957 potato acreage for Alaska was 1,090 acres, 1958—1,008 acres. Planting indications this year are 730 acres—a steady downward trend reflecting high production costs, market price fluctuations, reduced demand by military forces, and competition from lower production cost areas in other States.

More adequate marketing facilities are a prime need to assist agricultural production in Alaska.

Agricultural financing is a problem in developing the State. A revolving loan fund initiated by the State legislature has been the backbone for financing available to farmers. To date, $400,000 has been appropriated for this fund, which is administered

(See Homesteaders, page 138)

FUTURE FOR LAND

(Continued from page 129)

The rest of the answer was supplied by the people themselves—at least the relatively few who were making a satisfactory adjustment to their new environment on old farms. By observing and studying the patterns set by these modern-day pioneers, extension workers learned that success is usually based on a two-fold approach.

One approach is the development of the land for its immediate gracious living and recreational values. This includes the family garden, the farm pond as the hub of many family activities, saddle horses, livestock limited to 4-H projects or to stock the freezer, and similar worthwhile pursuits that add to the family's enjoyment of life in the country.

At the same time, long-term projects focus on the development of natural resources not only for family recreation, but also for aesthetic improvements and future income possibilities. These include woodland utilization, reforestation and Christmas tree farming, wildlife management, soil and water conservation, and other land upgrading measures.

Prior to this extension program, the county's abandoned farmland changed hands on the average of once every 5 years, and 85 percent of the residents acquired their property through outright purchase. This unstable condition neither reflects harmonious rural living nor promotes sound community development.

Today the ownership rate of change is about 10 to 12 years. Significantly, business and industrial leaders, as members of extension committees, report greater stability in their work forces from rural nonfarm areas.

Broome County's land-use program is truly a cooperative effort. Relying on assistance from many agencies, it continues to plot a successful course with Extension at the helm. It combines strong local leadership and professional know-how with administrative and specialist backing from the State agriculture college. In addition, many segments of society take an active role in the program's development.

A recent example is the extension clinic for part-time farmers arranged through the personnel departments of several large industries. It is not unusual to find in the audience a good cross-section of rural nonfarm residents, part-time farmers, commercial farmers, sportsmen club representatives, businessmen, and even city people who are potential rural residents.

Every Broome County resident, it seems, has a personal stake in this land with a future.

FARM WOODLANDS

(Continued from page 124)

now routine achievement of 100 bushels of corn per acre was not a chance accomplishment. It took planning; it took education and demonstrations; it took decision making.

Likewise, we know that chance production from America's cut-over woodlands will not meet our timber needs. Before America's several million chance-production woodland ownerships can be converted to planned production, their owners will have to be motivated. They must be sold on the need to apply some simple forest management practices to their lands.

Extension's Place

Motivating 4½ million small forest owners is a tremendous task. However this job is especially tailored for extension workers. Extension foresters and the thousands of county extension workers can take the lead now and move forward. Many State extension directors are already in position to lead under written or verbal memoranda of understanding between them and State foresters.

Let's not forget the farm youngsters, particularly in 4-H. With a little stimulation and help, many will take an active interest in the farm woods.

Timber Resource Review facts are available for each State. These facts can be analyzed by extension workers as a basis for a local motivation action program.

Extension field workers are among the busiest people I know. And I do not propose that they be saddled with sizable forestry-motivating education and demonstration duties. But I do suggest that all extension workers, particularly those at the county level, ask the timberland owner at every opportunity, "What are your plans for your woods?"

Let's make known the available forestry services. If the farmer or other small forest owner shows an interest, let's acquaint him with the local forester. Then this local forester, who may be an extension, State, industrial, or consulting forester, can take it from there. As a regular part of your day-to-day work, this will go a long way toward making your county more prosperous and it will help assure quality timber to supply the nation's needs in the future.

THE BRANDYWINE

(Continued from page 131)

some of this water during flood periods and use it during periods of drought. This led to the comprehensive Water Supply and Flood Control Project for the Brandywine Valley.

Assistance on flood damage surveys was requested from the Soil Conservation Service. The State Department of Forests and Waters was asked to help determine present and future requirements for water supplies in the Valley.

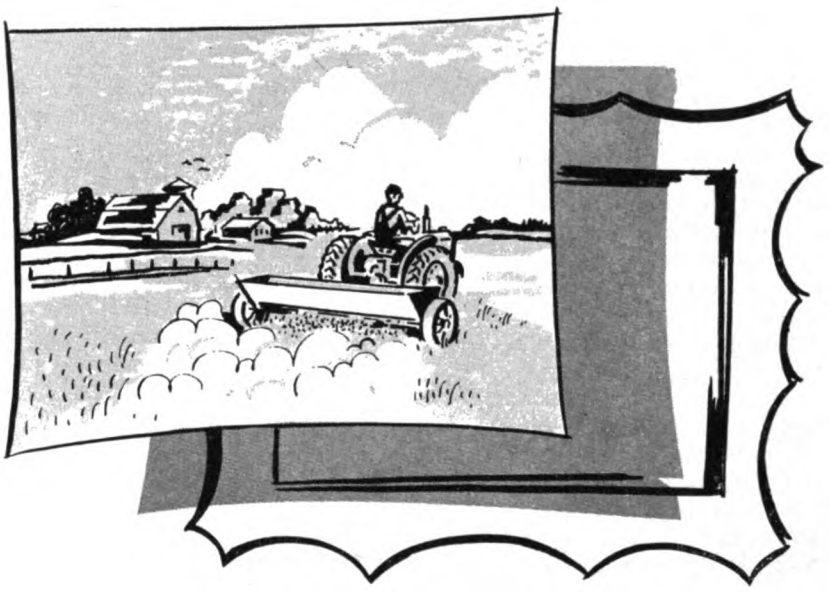
Surveys were soon extended to determine the structures necessary to establish a satisfactory degree of flood control and to provide for storage of water and downstream releases to meet the needs of community, industry, agriculture, and recreation for 50 years in the future.

This project will provide two things —flood protection and water supply. Flood protection will be provided to the extent of a reduction of 77 percent of the existing flood damages in the Valley. And it will assure 54 million gallons of new water supplies per day even for a 90-day period of drought.

Currently, progress is being made on this project on all fronts. Financial, legal, legislative and engineering details are being worked out.

When completed, this project will be one more important example of the power of people working together and the bentfits of constructive community action on a watershed basis.

Fitting Conservation into the picture



by E. R. DUNCAN and F. W. SCHALLER, *Extension Agronomists, Iowa*

LARGE shifts in land use are being made on individual Iowa farms. But the total acreage of major crops for the State has changed little. Marked increases have occurred in total crop production, mainly stemming from higher acre yields.

Gross character of land use changes can be drawn from acreage trends in major crops. Corn has heavily dominated the crop economy, with a generally constant figure of more than 9 million acres since 1900. Soybean acreage has climbed rapidly in the last 15 or so years, drawing most of its acreage from oats. Tame hay has held rather constant, but a sharp shift is underway toward replacing red clover with alfalfa.

Lime application has followed closely the payments through ACP cost-sharing. Fertilizer was little used before 1940 but is a major item now. Yet fertilizer tonnage follows the line of income from crops and livestock.

There are important markers already in view that may point to the future of land use in Iowa.

● Since World War II a new type of farmer has emerged in increasing numbers. He is a businessman in every sense—a manager, a researcher, a man who can combine know-how with money, through management. He increases volume and profit through opportunities he makes for himself. Efficiency is his byword—and he understands what it means!

What is the implication on land use when you consider this kind of farmer?

In Iowa, land has little alternative use but for crop production. It is different than labor or capital. If labor and capital don't return as much in agriculture as elsewhere, they tend to move out. This is not so for land, where there is no attractive alternate use.

The best land use in most such farmers' programs, then, will approach the system, which—over time—will give the greatest production of the most profitable crop. The concept of comparative and absolute advantage enter. In the present situation, Iowa—and perhaps much of the Corn Belt—has a comparative advantage in growing corn for grain. Any new technology must further enhance this advantage—or find reluctant acceptance.

● Another sign of the future is the increased attention to more intensive cropping of soils. Continuous cropping is a reality—not a debate topic—for many farmers of the kind mentioned above. Intensive cropping has real advantages:

1. A crop can be grown on a soil—even a field—where its advantage is greatest. This may mean, for example, that more level land goes into corn, with high-level capital and management poured into that crop.

2. Another alternative is provided which can enhance achievement of a greater degree of erosion control. Generally soils on slopes produce less grain but about as much forage as level soils. The row-crop—with its erosion hazard—tends to go on the flat, with the forage crop—the soil and water holder—on the slopes.

3. Intensive cropping means relatively less effort in seedbed preparation and less cost in seed. These add to net profit.

Problems Raised

Of course, there are disadvantages: Work will tend to pile up on either all level or all sloping land. Greater attention to weed, insect, and disease control is necessary. And more capital is needed to intensify crops—either grain or forage.

Soil conserving practices normally do not immediately increase income. This may mean that they do not rate at the top of the list with the businessman-farmer we are talking about. Society recognizes this fact, and society supplies money through cost-sharing as a way of safeguarding the future of the land.

A lot of effort has gone into soil and water conservation research. Many new practices are finding their way into efficient farming units. But there are two barriers to more rapid

(See Fitting In, page 142)

Step-By-Step to Soils Education

by G. R. EPPERSON, *Associate Extension Agronomist, Virginia*

In childhood we learned the letters of the alphabet. Then we learned to arrange these letters into words, words into sentences, sentences into paragraphs. Through these processes, we also learned to read and interpret written material.

Most of the other phases of our education are developed in a somewhat similiar manner. We start with the simple or basic considerations and develop into the complex.

Starting Off Right

Since education is a building process, the educator must determine the level of education of the person to be trained and proceed from that point. Starting above the educational level results in confusion, discouragement and often disgust on the part of the trainee. If the educator begins at the proper level, the trainee develops greater interest and a desire to learn more about the subject.

The first consideration in wise soil use is a knowledge of the soil. This knowledge may be gained through determination and interpretation of soil characteristics, experience, or the trial and error method in soil use.

In our soils educational program with county agents, we start with the agents at their level of soils knowledge and build. And we attempt to help them see that the entire agricultural production of their county is built upon the soil and that success in production depends on wise use and management of the soil.

The best place to study or teach soils is in the field. The best method that we have used is examination of exposed cuts or cores removed by auger or digger. We discuss the observed characteristics and their meaning as related to soil use and management. It is impossible to identify and characterize soils and to decide suitable use and management for them while riding at 40 miles per hour across a county.

Let's see what happens on a 1-day soils training trip with a county agent and his assistants in a Southern Piedmont Virginia county.

Leaving the office, we drive a short distance to an area of soil occupying an undulating ridge top. Upon examination, we find a surface layer, about nine inches thick, of brownish-yellow, very friable fine sandy loam. It has slightly darker color in the upper two inches. We discuss the color and texture and interpret that this surface soil absorbs and transmits water readily, will work easily, warms up early in the spring, etc.

The next layer, about four inches thick, is yellowish-red to red, firm heavy clay loam with medium blocky structure. Below this we find a layer about 25 inches thick of red firm clay containing some small mica flakes. Interpreting what we have seen in the subsoil, we note that the heavy clay loam to clay retains moisture and plant nutrients well, the soil is well drained, and it has sufficient depth for all crops grown in the county.

Summarizing, we have a Cecil fine sandy loam, undulating slope, that has a wide range of suitability for crop production. Although not the best soil in the county for flue tobacco, it is good for that crop, as well as grain, hay, and all crops grown in the county.

This soil is easy to till and has good conservability. Fertility is normally low and reaction strongly to moderately acid but it responds readily to good management.

Hidden Differences

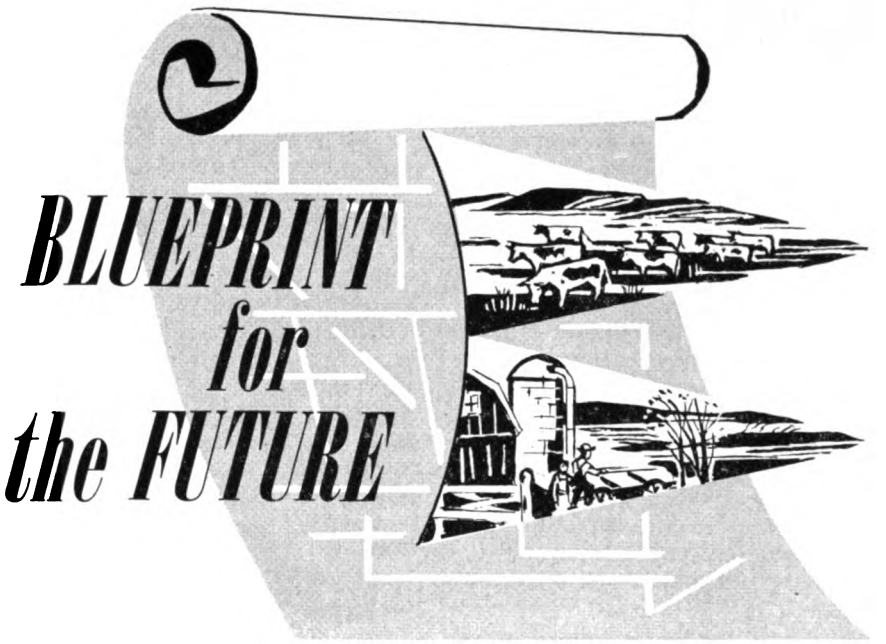
After traveling a short distance, we stop at an area of soil that has much the same general surface appearance as our first location. Examination reveals that it has about 12 inches of surface soil with a yellowish-brown very friable fine sandy loam surface. The upper subsoil is yellowish-brown and the lower is yellowish-red firm clay loam with medium blocky structure.

At a depth of about 36 inches, the soil becomes yellowish-red mottled with brown and yellow, and contains numerous mica flakes and quartz particles. Interpreting, we have an Appling fine sandy loam, undulating phase.

Comparing it to the Cecil fine sandy loam, we find that Appling

(See Soils Education, page 143)

Reading and interpreting soils maps are important steps in a soils training program.



by F. V. BURCALOW, *Agronomist, and* G. M. WERNER, *Dairy Specialist, Wisconsin*

AMERICA'S farmers have the responsibility of providing food and fiber for our rapidly expanding population. And they have another obligation—to conserve the soil, our greatest natural resource.

Each generation is responsible for turning resources over to the succeeding generation in better condition than when received. But even a cursory examination of history shows us that soil resources have often been considered expendable.

In Wisconsin, dairy and livestock account for nearly 90 percent of farm income. Feed, which represents 50 to 60 percent of the cost of milk production, offers one of the best opportunities for cutting costs.

Grassland farming means following a good land use program which results in low-cost feed production and, at the same time, conserves the soil. The program in Wisconsin is built around an increased acreage of grass-legume mixtures used for pasture, green feed, hay, and silage. It also includes cultural practices leading to efficient production of small grain and corn when these crops fit in the rotation.

This is a program fitted to Wisconsin soil and climatic conditions. It is basic to successful livestock production because it helps to hold down the cost of producing meat and milk.

For many years Wisconsin farmers have had an annual purchased feed bill of over $100 million. This could be greatly reduced if we did a better job of producing, harvesting, storing, and using forages. If we could save and use all the protein produced on the 4 million acres of hay land in Wisconsin, we could cut purchased protein concentrate requirements for our dairy herds to practically nothing.

In haying, leaf loss alone accounts for heavy nutrient losses. For instance, it is possible in putting up an acre of alfalfa hay to lose in leaves alone the equivalent in protein and total digestible nutrients (TDN) of 800 lbs. of linseed meal and 450 lbs. of corn and cob meal. Grass silage, mow curing, green feeding, controlled grazing, conditioning, and crushing materially reduce these heavy nutrient losses.

Efficient production, harvesting, storage, and utilization of increasing supplies of forage is the aim and responsibility of everyone working on the grassland farming project. This program, if it is to be successful, requires the combined efforts of people in agronomy, soils, agricultural engineering, agricultural journalism, and agricultural economics as well as those in dairy and animal husbandry and related groups.

Improvement Plans

The overall goal is the production of abundant supplies of high quality, low cost feed from an increased acreage of well managed forage crops, along with a land use program tailored to individual farms. In this program, conserving the soil becomes one of the important results of good farming practices.

In cooperation with foresters, we are trying to take cows out of the woods. Renovation of open permanent pasture on better soils will increase total feed supplies so that several million acres of woods pasture can be placed under good timber management.

Production per acre of renovated and cropland pasture is being increased not only by better fertilization, but also better grazing management, such as controlled strip grazing. Supplemental pastures, like sudan grass, are filling in weak periods in a season-long pasture program.

Pasture planning calls for the use of grass silage or possible seed production to utilize seasonal surplus pasturage. On many farms, top quality pasture provides the lowest cost per pound of TDN of any feed that can be offered our cattle.

Quality, as related to stage of maturity when harvested, is being stressed in the production of hay, grass silage, and green feed. The importance of saving the leaves in making hay is also stressed. Use of recommended varieties and mixtures adapted for the various soil and disease conditions is a part of the forage production program.

Increased rates of fertilizer, surface drainage, and other management practices that provide greater longevity of stands are being recommended for maximum as well as low-cost production. In most instances, the longer that productive stands can be maintained, the lower the cost per pound of TDN produced. Management and fertilizing practices for the establishment as well as the

(See Blueprint, page 139)

FISH AND WILDLIFE

(Continued from page 127)

closely coordinated, fully cooperative approach to resource problems is emphasized by the interrelationship of these resources and the vital need to achieve maximum effectiveness in the activities of our individual agencies.

This basic necessity for interrelated resource activity is reflected in recent moves toward closer cooperation between Departments of Interior and Agriculture in developing new answers to meet the problems of the future. There has to be such a partnership effort, for our problems are inseparable.

Educating the Public

No natural resource management program, whether related to soil, water, forests, or fish and wildlife, can be realized unless the public endorses and applies it. The public must understand what our professional fish and wildlife people are doing, why they are doing it, and how citizens can participate in and make a reality of such a conservation program.

Conservation education, then, may be aptly termed a "favorable public state of mind." Conservation education, however, is not a job a single agency can do by itself. Rather, it is a responsibility to be discharged by all departments and organizations —both government and private— concerned with the management of these resources.

Each one must make certain its part of the conservation program is understood. When you have this complete public understanding, you also insure proper balance in the total program.

HOMESTEADERS

(Continued from page 133)

by the State Department of Agriculture.

Farmers Home Administration loan facilities are available but limited by the majority of new settlers' inability to meet minimum security requirements.

Climatic features differ in Alaska's major agricultural areas, producing unusual problems. Low soil temperatures in the Tanana Valley (Fairbanks), Matanuska Valley, and Kenai Peninsula slow up decomposition of organic materials.

Interior Alaska, with winter temerature often dropping below —50° F., has severe permafrost conditions in many areas. These conditions hamper surface and sub-surface drainage and result in a lag of 2 to 3 years from clearing action to time the land may be worked.

Growing seasons are short and feature frost hazards—both items of importance.

The majority of Alaska homesteaders depend on off-farm employment to provide a living and farm development funds. Average development periods from initial entry to the beginning of commercial production range from 5 to 8 years.

Military construction, base maintenance, supplies, and payrolls have accounted for more than half of the total income to Alaska since World War II. The demand for persons with building trade skill, administrative experience, and maintenance work is strong. This work, especially the construction phases, is highly seasonal. Mining is a minor resource at present.

Living costs are high in Alaska. A December 1958 food price survey indicated higher prices in 40 major retail food items. Palmer and Anchorage averaged 135 and 136 percent over Seattle, Wash. prices. Fairbanks, the highest cost of living area of agricultural importance, averaged 152 percent over Seattle prices.

On the Plus Side

What justifies continued emphasis in developing Alaska's agriculture? There are several large areas of fairly good soils where climates favor cool-season crops and forage.

Cereals will mature and even tomatoes will ripen in the short summers in the Yukon Valley. Farther south, near Fairbanks, the frost-free period is sufficient for cereals and forage, although summer temperatures are generally too low for warm-season vegetables such as beans and tomatoes.

The coastal climate of the Kenai Peninsula is marked by longer frost-free seasons but also by lower summer temperatures which prevent cereals from ripening except in favorable years. Forage thrives in this environment, which is well adapted to dairying based on high protein silage feeds. Cool-season vegetables and potatoes grow well.

Agriculture in Alaska, a bulletin for prospective settlers, contains information on prospects and problems of specific agricultural areas in Alaska. It may be obtained from the Director of Agriculture Experiment Stations and Extension, Box E, Palmer, Alaska or University of Alaska Extension Service, Box B, College, Alaska.

PUBLIC DOMAIN

(Continued from page 126)

and promoting the most effective use of all the public lands, BLM range management personnel assist in coordinating grazing activities on a complex pattern of intermixed Federal, State, and private lands. The Bureau also conducts a range improvement program in cooperation with stockmen, including range seeding, noxious weed control, and the construction of truck trails, corrals, fences, and watering facilities.

Big Business Receipts

The increasing use, importance, and values of the Nation's public lands and resources are reflected in last year's operations of the Bureau of Land Management.

Receipts from the lease, sale, and management of public lands and resources in 1958 set an all-time record of about $124 million. BLM also received $3.4 million in rents and royalties from mineral leasing on the Outer Continental Shelf, bringing gross receipts for the year to a rounded total of $127.4 million.

Total receipts by the Bureau of Land Management since its creation in 1946 now have rolled over the $1 billion mark.

This giant-size operation, which grew from the 1812 General Land Office, is standing guard over our public lands and resources—their conservation and management.

The Team Approach to Forage Education

by LEYTON V. NELSON, *Farm Crops Specialist, Michigan*

FARMERS know more about using grass to conserve soil and water than they do about conserving grass itself. This prompts many questions about utilizing forage more efficiently, conveniently, and profitably.

Though there is much information on grass to answer some of the questions, it comes from separate fields. So it is difficult for a farmer, or anyone else, to relate the developments in forage production, forage machinery, and nutrition to a specific farm situation.

To add to the confusion, some recommendations seem to conflict. Take time-of-cutting hay as an example. The dairy specialist likes hay harvested young for high quality, while the crops specialist suggests delaying hay harvest until early bloom for greater quantity. The farmer has to reconcile these recommendations —both of which may be right.

For several years, Michigan specialists in dairy, animal husbandry, agricultural engineering, soil science, and farm crops conducted Winter Grass Institutes in a team approach to forage education work. These all-day meetings consisted of a series of talks on soils, forage crops and management, agricultural engineering, dairy and other livestock. The program concluded with a slide summary and discussion of the meeting highlights.

Seeing is believing. Farmers learn facts about hay quality from Dairy Specialist Don Hillman.

Suiting the Audience

Farmers often said the summary was the best part of the program. After this experience, the Hay and Pasture Institute meetings were set up to present forage information with a topic approach rather than department-by-department. These were held on a several county area basis during the winters of 1958 and 1959.

Here is the difference. Instead of a program with separate talks on soils, crops, equipment, and feeding, subject matter was tied to topics such as forage quality, what it is, etc. Topics were chosen on the basis of questions in previous meetings.

Audience interest was due largely to the way the program was arranged and conducted. At times, nearly every person in an audience of 150 or more entered into the discussion before the day was over.

Using Panel Talks

Each program opened with a panel discussion by well-known farmers. This proved an excellent technique as it gave the program a local flavor and encouraged discussion. The panels were always good when they: had 3 or 4 participants, were county agent moderated, were arranged in time for local publicity, were clearly defined as to assignments of panel members, and were arranged so each member discussed a separate topic.

Each panelist's discussion dealt with his experience with a particular method, new crop or new equipment. Some topics were: preservation for grass silage, green chopping, spittle bug control, weed control, mow drying and pelletized hay.

Then, using the same panel approach, specialists discussed general topics. First, they attacked the question of forage quality. Why grow and feed quality forage? What is it? How do you get it? For example, machinery was discussed as it fits into a quality-forage system, not just as equipment. And special attention was given to "fitting a system to your farm."

Additional discussion dealt with hay and silage management, growing, harvesting, and feeding; pasture management systems; and progress reports on developments in bloat control, minerals, antibiotics, parasite control, and estrogens.

The Hay and Pasture Institutes in 1958 and 1959 were the most successful winter forage meetings held in Michigan in recent years. Farmers got new ideas and answers to some of their most pressing forage problems. And the specialists, in planning and working together, developed a better integrated forage education program.

BLUEPRINT

(Continued from page 137)

maintenance of stands are advocated.

Harvesting and storage methods that result in saving the greatest amount of feed nutrients per acre are important. It is poor business to grow top quality crops if one-third to one-half the feed value is wasted in harvesting and storage.

We have a program of chemical analysis of forage, in addition to evaluation of score cards, as another helpful step in balancing the supplemental feeding program on the basis of forage quality. Forage clinics, where farmers bring in samples of hay and silage for evaluations, also help promote the quality forage program.

We think grassland farming is "A Blueprint for Wisconsin Agriculture."

Conservation Comes to the City

by ROBERT D. BUCK and HERBERT C. GUNDELL, *Denver County Agents, Colorado*

If anyone had suggested a 4-H conservation project in a large city 4-H Club program a decade ago, the idea would have caused some casual smiles. But the smiles might have turned quickly to looks of surprise. In only 8 years, conservation has become one of the most widely recognized 4-H Club projects in Denver.

Denver is a city and a county. The boundaries of both are identical. It is a mile above sea level, at the foot of the Rocky Mountains, and is the gateway to one of the greatest outdoor sports and recreation areas in the nation. Naturally, conservation is a meaningful way of life in this area.

During the mid '50s, the Denver area experienced one of its worst drouths. Suddenly, with the great need for intelligent use of water and native grasses, conservation became a subject of keen interest. 4-H conservation clubs sprang up all over the city.

Sparked by Demonstration

A 4-H team demonstration in conservation sparked the interest. Two older club members worked out a top demonstration in conservation and won county, regional, and State honors. They became a sought-after educational feature at national conservation meetings.

Much credit for the conservation project's success goes to Dr. K. E. Oberholtzer, superintendent of Denver public schools. Dr. Oberholtzer, a former county agent, arranged for team members to present their demonstration in all junior and senior high schools of the city.

When the first conservation clubs started, we had little help. 4-H conservation manuals and record books were not suitable for urban 4-H Club conditions. Through the cooperation of State specialists, however, the manuals and record books were revised. Then conservation became an exciting project for Denver boys and girls.

More than 400 boys and girls are now enrolled in Denver County conservation projects, with a promise of more. Many clubs are in the Denver public schools where teachers have assumed the important leadership. They think the projects are excellent.

Each school club has its own officers, carries out its own program, and has its own recreational opportunities. Club members may choose from many different activities to complete their project work.

There are three requirements for completion. One is a talk on conservation. The talks are generally not over two minutes long and may deal with any conservation subject.

The second requirement is a scrapbook on birds and wildlife, soil conservation, trees, grass, or fish. An alternative is a display of six different Colorado soil samples with descriptive information gathered by the members. Or it may be a display on contour farming, strip cropping, forests and fire protection, or soil erosion. Club members may elect to do a demonstration as another option in this requirement.

The third requirement is a story written by the 4-H member on, What I Have Learned In My Conservation Project.

4-H leaders in conservation are well-supplied with teaching aids. Audio-visual materials are available from the county extension office, Colorado State University, Denver Public Schools film library, and Colorado Game and Fish Department. Other materials include bulletins and pamphlets from the University, USDA Forest Service, Soil Conservation Service, and U. S. Fish and Wildlife Service.

The clubs often have an outside speaker. These may be extension agents as well as representatives of the State Game and Fish Department, SCS, Fish and Wildlife Service.

Club Backing

Awards are part of the 4-H conservation project, too. A service club sponsors special awards for some large clubs. The service club also entertains boys and girls who are outstanding in conservation projects.

The project would be difficult to maintain without the full cooperation of many people and agencies. They have made 4-H conservation a meaningful project. They recognize it as an opportunity to make better citizens for tomorrow.

Seedling trees from the State nursery will be planted in a windbreak by Denver 4-H Club Conservation members.

Range Management Is on the Up-Swing

by KARL G. PARKER, *Range Specialist, Montana*

EXPLAIN and demonstrate the basic principles of range management to ranchers. This is in keeping with the idea of helping people to help themselves.

Maintenance of our vital range, pasture, and watershed resources depends in great measure on how well the people managing the resource understand the principles of efficient management. The art and science of grazing land management is new. There is much "catching up" to be done.

Decision making in choosing a range practice or management system is more efficient if the rancher is familiar with the underlying principles of range ecology, plant physiology, climatology, soils, and animal husbandry. We use demonstrations to show range operators the practical application of these principles and improved management practices.

Progress in range extension work in Montana reached new heights in 1958. Extension range activities and accomplishments reported by county agents were double that of any previous year. Attendance at meetings and range tours as well as the number of range publications distributed were greater than in any previous year.

Last year's 4-H enrollments in the range management project—another good barometer — increased 44 percent over the previous year. This was the largest percentage increase of any established 4-H project in the State.

We carry on a continuing educational program which stresses: basic principles of grazing land management, personnel and leadership training, range condition and sites as the basis for native range management, better production through improved practices, timely marketing of livestock to conserve the range resource and avoid livestock weight loss, and grazing management for improved nutritional levels.

The first step in teaching basic range principles is for the county agents to understand the importance of the range resources. Background information during the last 2 years has called attention to the importance of certain natural economic and social resources. So agents realize the dependence of their people on grassland resources.

A 5-year 4-H Club project with a complete set of literature has been developed over a period of time.

Range Is Classroom

Teaching methods and materials for youth groups and their leaders are carefully chosen to convey the most meaning in understandable terms. As far as possible, we use the open range as a classroom.

Briefly stated, the following principles are stressed in the range educational program.

1. The roots of plants depend on the shoots for food and building material. The health of the soil in turn depends upon the binding influence of the roots as well as the conditioning of the soil for speedy absorption of water. Plant litter on the surface reduces excessive evaporation of moisture needed for plant growth and to feed the streams on our vital watersheds.

2. Nature is always trying to develop top condition range. If the plant cover deteriorates, nature tries to put back what she had on the land in the first place. Range in top condition is productive as well as efficient in conserving soil and water resources.

3. The principal factor that limits production on grasslands is the water supply. Range in top condition receives, absorbs, and stores moisture for plant growth, releasing the excess in an orderly flow into the natural water courses.

4. The health of the range plant cover and the underlying soil affect the health of the animals depending upon it.

Through our range educational program, we are helping ranchers to conserve, develop, and wisely use our vital range resources.

The range is the classroom on this 4-H pack trip in Rosebud County, Mont. Trained volunteer leader shows how certain plants are more effective in producing feed and conserving soil and water.

OUR RESPONSIBILITY

(Continued from page 123)

complicated and more pressing, and people in general become more competitive in their desire to use resources.

Water use is an example of the growing tenseness and competitive attitude among people. In some States there is intense competition for water among industrial, domestic and agricultural users.

Conservation, development, and wise use of natural resources is a component of every area of our responsibility in Extension. Efficient agricultural production implies the wise use of resources. Misuse of soil and water can lead only to greater cost and less efficient production in the long run.

Navigation and industrial water use relate to efficiency in marketing, distribution, and utilization of production. Visits to national parks, hunting, fishing, and enjoying the great outdoors are part of family living.

Involving Youth

Community improvement ties in with youth development, giving opportunities to use our natural resources for recreation and character building among young people. Competitive issues in resource use can be settled equitably when public policy education helps create proper understanding.

Extension has contributed materially to resource management and conservation. In 1957, 600,000 boys and girls were enrolled in 4-H projects relating to natural resources. Two million farmers were assisted in soil and water conservation practices. More than 600,000 were helped in forestry management. Cooperative programs with Soil Conservation Districts, Agricultural Stabilization and Conservation, Forest Service, State Game and Fish Departments, and related groups have resulted in better understanding and use of natural resources.

Extension's principal interest lies in helping people understand and appreciate the true value of using resources wisely. People must understand resource limits, effective uses, and needs for the present and for the future.

Most of the natural resource inventory is controlled and managed by farm families. The major share of our efforts probably will be working with and developing leadership among these farm and ranch families.

Extension prides itself in development of leadership. The field of natural resources has many volunteer leaders whose enthusiasm for their work has few equals. This kind of leadership can be readily expanded.

Spreading the Word

Other publics and groups of cooperators have interest in this area. They include rural nonfarm residents, public and private agencies and organizations, as well as urban families.

We are in a unique position to work with the many agencies and organizations that have specific responsibilities in the various resource fields. These include governmental agencies at county, State, and national levels. Our close link with the research arm of the land-grant college system provides a ready source of information on natural resource problems.

Extension now has specialists trained in the resource management field. But their numbers are limited. More training to deal with resource management is needed.

Because of the interrelationship of this area with the other eight in our scope and responsibility, those assigned to specific natural resource areas cannot accomplish the objectives alone. All extension staff members must make the conservation, development, and wise use of natural resources a part of their program.

FITTING IN

(Continued from page 135)

adoption: One is a reluctance to change what appears to be a satisfactory procedure. Two, most farmers tend to highly discount future returns—they want results this year!

Adoption of soil conserving practices is as simple and straightforward as for new varieties, insecticides, or fertilizers. *They will be applied when they are necessary to keep yields at a profitable level in any given year.*

Iowa farmers still average well below their most profitable crop yields. For example, many soils do not get fertilizer and lime where they could be applied profitably. The reason, probably, is that some of these soils still produce profitable, but not most profitable, yields without fertilizer or lime.

The Iowa farmer is independent, and he values his independence. Profit is not his only—nor necessarily his ultimate—goal. He tends to farm less well than he could. His life and his business are more complex than a simple formula of cost-return representing a certain technological advance.

As professional workers we must recognize that the true value and return from a practice can be determined only when it is fitted into the complex framework that is the individual and his farm business.

SOIL ASSETS

(Continued from page 125)

veyed and that information can be used for this purpose. But this inventory will give us for the first time an overall picture for the nation.

Probably no one person will think of all the possible uses for this inventory. For example, it should be possible to estimate the runoff for any given watershed if we apply hydrological information to land use patterns for the soils involved.

County extension workers will find this information valuable in determining educational needs and in program planning for wise land use and conservation of soil and water. It should help in developing short and long-time goals. It should help establish priorities in conservation education work.

The results of this survey will be the massed opinion of more than 30,000 people in 3,000 counties. It will be what they believe is the present situation and the land use trend in this country.

The inventory should aid in development of programs that will bring about needed agricultural adjustments for wise land use and the conservation of our soil and water.

SOILS EDUCATION

(Continued from page 136)

is better suited to flue tobacco, vegetables, melons, sweet potatoes, and peaches. It is not as well suited to alfalfa, other hay crops, pasture and grains as the Cecil soil.

Appling soil is strongly acid in reaction, fertility is low, but response to treatment is good. However, this soil retains water and plant nutrients to a lesser degree than the Cecil soil.

Our next stop is down slope a short distance. Here we examine a soil that differs from the Appling fine sandy loam chiefly by having a yellowish-brown friable sandy clay loam subsoil. This is a Durham fine sandy loam, undulating phase.

In our discussion, we bring out that this is one of the best flue tobacco soils in the county and it is good for vegetables. Because of moderately low water and nutrient holding capacity, it is only fair to poor for grain, hay, and pasture crops.

On we go throughout the day, examining each soil carefully, characterizing it rather completely, and setting forth crop suitability and management needs. After we have studied two or three soils, it is easy to make comparisons and contrasts. These comparisons and contrasts include not only characteristics, suitability, and management needs of the soils, but parent material effects and other observable differences.

Soil monoliths provide opportunities for detailed study of soil.

Through these efforts in soils education, we do not expect to make soil scientists of county agents. We only hope to help them to gain knowledge of and appreciation for the soil that will enable them to render greater service to the people of their counties.

URBAN SPRAWL

(Continued from page 128)

prevent waste and inefficient use of resources, both human and natural. Zoning provides one tool whereby local people can plan for the orderly and systematic development of their community.

In areas where several dwelling units, and perhaps an industrial plant, replace one or two farm families, the increased demand for water alone can create a serious problem. By its public nature, this problem may well require attention on a broad rather than a local scale. In some cases the approach may have to be on a watershed basis.

Sharing Problems

The expansion of residential and industrial building into areas outside urban boundaries poses the question of what to do with forest lands. Shall we cut away the trees to make room for buildings? Shall we set aside certain forest lands as permanent preserves for recreational purposes? Shall we try to hold certain forested areas to supply needed timber for industry?

The greater demands for water, brought on by increased population, prompt the setting up of large water storage areas or reservoirs. A real problem, with water draining into these reservoirs, is one of siltation. And one of the best controls for siltation is reforestation.

A serious long-range problem is to maintain a desirable balance between open country land uses and urban type uses within local areas. This problem can be seen in abstract, but how does a community solve it?

We must remember also that we are moving rapidly into a more complex society where the uses of land and the interests of people are far more complicated and call for far more group action than ever before.

This whole, vast area of how to meet the problems of urbanization and conservation is one which calls for much planning on all levels—county, State, regional, or even national or international. The latter is illustrated by various developments around the Great Lakes. The main point is that developments on the local level may be influenced by circumstances which relate to a much larger geographic area or "community" of interest.

Activities relating to the problems of community development arise from various public agencies, from civic groups, private business, and individuals. To evaluate all this involves investigation and research. It certainly involves people with various interests getting together with the specific intention of pooling their interests for the common good. Extension has a vital part to play in such endeavors.

The agricultural interests of our country, including Extension, have an immense opportunity for leadership and a substantial responsibility for keeping the agricultural segment of our economy in step with our economy in general. Our goal should be to maintain a vigorous and prosperous agriculture under conditions in which our economy in general is fast becoming urban-industrial in nature.

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 1787	Internal Parasites of Swine—*Revision 1959*
F 2130	Rope on the Farm—*New*
L 116	Growing the Jerusalem Artichoke—*Slight Revision 1959*
L 268	Eat a Good Breakfast to Start a Good Day—*Revision 1959*
L 446	Filters and Screens for Irrigation Wells—*New*

SIX STEPS UP AND TWICE AS HIGH!

by
C. DORSEY DYER,
Extension Forester,
Georgia

FOREST conservation is a high-sounding phrase with an altruistic ring. It has been used many times with farmer, civic, youth, and other groups remotely interested in the great outdoors.

To many people, the word conservation doesn't give the proper implication. Conservation, when used in connection with forestry, implies preserving, guarding, defending, and keeping safe the trees of the forest.

The great need in forestry today is for more intensive management in more woods. Many people think of conservation as what nature can do —management is what man can do. Nature has done real well—now it's man's move.

In Georgia, the forest acreage is producing at less than one-half capacity. The woods in most other States are doing little better on the privately-owned areas. We're not satisfied with half production, and we think the only answer is more forest management—complete and intensive management programs.

Some farmers reforest idle acres, some practice fire prevention, and others do a little timber stand improvement. Most fail to carry out a complete management program, for they haven't had such a program in mind or at hand.

The good dairy farmer follows a complete dairy management program, and his cows give more milk. A corn farmer follows a complete corn program, and he doubles his yields. The same idea will work in the woods.

Georgia extension workers have developed a six-step forest management program which we believe to be complete. The program has had wide acceptance, and the landowners seem glad to learn the steps to a complete woodland management program. (Illustrated at left.)

The six-step campaign was launched at the Rock Eagle 4-H Club Center last October, with an attendance of more than 900 people representing practically every Georgia county. This was probably the largest forestry meeting ever held in the State.

The program is now being launched in the counties with the theme, Six Steps Up and Twice as High! This theme is based on the half-production mentioned and the fact that a complete management program can double timber values.

Shouldering the Job

Extension has a great opportunity and responsibility in the conservation of natural resources. The Scope Report indicates that we are aware of and willingly accept the responsibility.

In my 20 years of service, there has never been a time when farmers and the general public were as interested in forest conservation as at present. The time is right for the initiation of genuine, active forest management programs.

By the same token, the time is right for all of us to quit hammering forestry practices one step at a time. Farmers do more planning now than they once did, and they plan further ahead.

Let's give them a complete forest management program for more profitable timber production and more conservation of trees, soil, water, and wildlife.

EXTENSION SERVICE Review

JULY 1959

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. 30 July 1959 No. 7

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

Division Director: *Elmer B. Winner*

Editor: *Edward H. Roche*

In This Issue

EAR TO THE GROUND

Farm ponds have many uses. They serve as a source for irrigation and livestock water; even a source of income through fish crops. And ponds have recreational uses, too. These are the farmer's "fringe benefits."

Farm families use ponds as their own private swimming pool, a place to "wet a hook," picnic, or just relax. In the scene on this month's cover, a Callaway County, Mo. couple visit with a friend, while two of the grandchildren try their fishing luck. Two others peek into the picnic basket to see what Grandma has fixed for supper.

Ponds can be dangerous, though. In North Carolina, for example, 83 persons lost their lives in farm pond accidents in a 3-year period.

Extension workers there took the lead in promoting farm pond safety. An intensive effort has been underway since 1957 to spread knowledge of safety precautions. As Director David S. Weaver points out in the article on page 149, "Education is the only resource we can rely upon to prevent serious accidents and needless loss of life in our farm ponds."

You'll note that this month's cover is the first since February which hasn't had the plant symbol of the Scope Report. This and the next are general issues, with a variety of topics. We'll resume the Scope series in September, featuring Family Living.

In every Review issue, special or general, we try to offer something of interest to all extension workers. This issue contains articles on serving farmers' economic needs, organizing 4-H Clubs, introducing plant science to youth, health education, regulations for packaging farm products, and professional improvement.

I had an opportunity in June to discuss the Review's objectives with the executive committee of the National Association of County Agricultural Agents. I pointed out that the Review has been called "an open window." It's a window through which extension workers can see what their fellow workers are doing—which extension workers can see what

County extension workers are the Review's primary audience. We want to aim it directly at your needs. So we'd welcome your comments on how the Review can be more helpful. Tell us what you like about it; more important, tell us what you dislike so we can try to improve it. You will be helping the Review to better serve its function as a professional improvement device.—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. The printing of this publication has been approved by 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.

serving the economic needs of farmers

by JOHN N. FISKE, *Napa County Farm Advisor, California*

OUR present system of research and extension in land-grant colleges has greatly changed the face of America. Technically trained extension workers have brought and applied the results of production research to farms.

Agricultural production efficiency has increased so that only 12 percent of our population is engaged in production of food and fiber. Our future food supply seems assured. Our problem now is how to farm successfully in a chronic situation of oversupply and prices too low to maintain a healthy agriculture.

Need for Understanding

Most of our efforts in attempting to solve agricultural economic problems have been through legislation or with relatively large agricultural or commodity groups. Comparatively little attention has been given to an understanding of basic economic principles by small groups or individual farmers. Certainly enough guideposts have been established in this technical field to extend valuable, practical information to individual producers.

The rapidly changing structure of markets for farm products needs to be better understood by both county agents and producers. Tremendous growth in size and power of retail buying units is forcing change all the way down the line in size of production units and in planning and tailoring production to meet market specifications now geared to mass production techniques.

Marketing trends include: Developments in integration, contract farming to meet market needs, precision merchandising, and streamlining for greater efficiency. These trends need to be interpreted to the producer.

Teaching Must Change

Perhaps it is trite to say that the teacher must know more than the pupil if he is to teach. We must, however, recognize that many producers know more today than some research workers did 20 years ago.

If we are to do effective teaching, we must know the real needs and get the facts. Today's producer wants and expects to get good economic facts and teaching. This will require further specialization by agents.

Four men and two women are on the Napa County staff. Our work is divided vertically by commodities or programs, but increased knowledge in broad fields forces us to specialize horizontally as well. So we have specialists in soils, entomology, weeds, water, and general agricultural economics. In addition, each staff member must have a working knowledge of economics as it applies to his particular vertical field.

Here are eight examples of actual problems for which agents in our county are having to provide answers.

New production practices: Will a new method or an added input bring an economic return in the short run —in the long run? If not, can it be modified so that it will?

Law of diminishing returns: Where is the highest profit point in the use of a given input, such as fertilizer? How can we help determine the marginal returns in the use of a limited input, such as irrigation water?

Comparative advantage:Is the area making the best use of its resources? How can the county agent help producers meet competition from other producing areas by recognizing economic problems and developing more efficient production and marketing practices? What are the trends in market demands and why?

Recordkeeping: How can records aid in measuring farm performance and in decision making? What records are necessary for insurance and tax returns? How can records be designed to fit individual needs.

Integration: How can we help producers undertand the processes of market integration which are rapidly developing? How can we help them meet these changes through shifts in organization, production techniques, or class of commodity produced?

Public affairs: How can we help people think through public issues so they can base their voting decisions on sound economics instead of misinformation or propaganda? What are the effects of Federal, State, or county laws or regulations on the economy of a commodity?

To do a good educational job in this area we need to develop better techniques and have better trained personnel. Otherwise, we can only view passively a sequence of events that should be part of our work as public educators. We should teach people how to think through public issues rather than what to think.

Input and cost data: For comparing and selecting enterprises, for analysis of existing enterprises to improve profit, for individuals and groups studying commodity problems, and for newcomers needing such information. To accomplish this, county agents need training in farm man-

(See Economic Needs, page 150)

FIVE TIMES AS EFFECTIVE

by **FRANCES FORTENBERRY**, *Rural Electrification Specialist*, and **SUSIE OVERSTREET**, *Specialist in Health Education with Extension Service and State Board of Health, Mississippi*

Models of safe wells are used by home demonstration agent to emphasize need and explain how improvements can be made.

WHAT would you do if the census indicated that only about 25 percent of the farms in your State had water under pressure and you realized that even fewer had a safe water supply?

Take action probably. That's what we did in Mississippi. And to do the job, we enlisted four other organizations in a safe water program.

The Tennessee Valley Authority power use department was invited because they offered to help with programs being planned by extension specialists in rural electrification. The State Board of Health could give invaluable assistance not only in determining the sanitary condition of the present water supplies, but also in planning and supervising the installation of safe water systems.

The home demonstration councils and clubs provided someone in the communities to help tell the story. Each local club has a health chairman who could spearhead the activity. Area rural electrification associations offered awards to local home demonstration councils.

Home agents played an important role, too. They were responsible for initial local promotion of the program.

As the program developed, we realized that to give it the emphasis and attention it needed we would have to limit it to only a portion of the State. We decided to concentrate on encouraging farm families in the northeast area to secure a water system meeting standards of the State Board of Health.

A series of six meetings was planned to inform the county extension staffs, county sanitarians, and representatives of the rural electric associations. Participants were representatives of Extension, State Board of Health, and TVA.

Each 1-day program included a panel on, What Running Water Means to the Farm Family. It also included a discussion on planning and financing a water system. Kits of material on water systems, pumps, plumbing, conditioning, and requirements for safe water were distributed to county workers.

Spreading the Word

Every known method of spreading the information was used. Representatives of cooperating groups gave demonstrations and illustrated lectures to most of the 32 county home demonstration councils. Their purpose was to impress the audience with the need of a safe water supply. They explained the economics of water systems under pressure in farm and home management. The conveniences to the farm family of such a system were not overlooked. Then it was the job of council members to carry the program to the club members and others in the county.

Articles written by home demonstration agents, extension specialists, REA representatives, and others appeared in most county papers in the area. Radio and television on the State and local level were used, too. About 20 television shows presented the story of safe, adequate water.

A contest among home demonstration clubs promoted completion of questionnaires about family water supplies. These questionnaires were used to determine which water systems should be inspected. Certificates were awarded to families whose water systems met requirements of the State Board of Health.

Clubs were given credit for all certificate winners they contacted. Rural electric associations awarded prizes to clubs responsible for the largest numbers of certificates.

The success of the program, and it was a success in most counties, depended on the full cooperation of the home demonstration agents, the home demonstration health chairmen, and the county sanitarians.

We had unexpected cooperation from three sources. An electric power association worked with the families on financing the wells and equipment. And a pump distributor and water well drillers contributed to the contest prizes.

All results will not be felt for several years, but an evaluation of the visible results shows that much was accomplished. A total of 2,335 families received certificates on their

(See Water Supply, page 151)

Paving the Way to Farm Pond Safety

by MRS. VIRGINIA NANCE, *former Home Economics Editor, North Carolina*

Farm pond and water safety instruction is given during 4-H Club Week.

ALONG with paving highways throughout the State, North Carolina has been paving another kind of road in the past two years—the road toward farm pond safety.

With approximately 30,000 existing ponds and more being built each day, the State has been faced with an increasingly serious water safety problem. In 1956, 35 persons were drowned on farms in the State. From 1954 through 1956, 83 persons lost their lives through farm pond accidents. Most of these could have been saved if there had been a knowledge of safety precautions.

Early in 1957, Director of Extension David S. Weaver, with the assistance of many other organizations and agencies, began an organized effort to bring the problem to the attention of those most concerned.

An exploratory meeting of State public welfare and health agency heads was called. Representatives of the University of North Carolina division of public health affairs, the American National Red Cross, and others also attended. This group reviewed the statistics on farm pond accident types, age groups, and other factors.

Probably the most important result of the initial meeting was a determination to get to work on the problem, using all available channels. The first step in this effort was a mass media promotion campaign.

The N. C. Extension radio studio and television station were used frequently during the summer of 1957 to discuss farm pond hazards and safety. Press releases were sent to all papers in the State.

Persons in charge of waterfront activities at the four State 4-H camps were trained by Red Cross first aid and water safety representatives in water safety and small craft demonstrations. They in turn gave demonstrations to each new group of campers. This reached several thousand youngsters in a relatively short time.

High praise went to a series of farm pond safety demonstrations held in the summer of 1957. Red Cross volunteers conducted special one-day training sessions in small craft and water safety at eight key spots in the State. 4-H Clubs from surrounding areas sent representatives to these sessions. Then the club teams gave water safety demonstrations at farm ponds, small lakes, and swimming pools in their counties.

Director Weaver arranged with S. P. Lyle of the Federal Extension Service for farm pond safety demonstrations at the 16-State Regional Negro 4-H Club Camp in Washington, D. C.

All resources of the N. C. Extension Service, with its 118 specialists and more than 700 county farm and home agents, were put into action. Agents and specialists were shown the importance of getting information on water safety to all farm families.

Agricultural engineers developed a display for the State Fair. It depicted two farm ponds, one with all types of hazards and the same pond with hazards removed and safety devices installed.

The booth at the fair led to a demand for blueprints and other suggestions on making farm ponds safe. Howard M. Ellis, extension agricultural engineer, developed blueprints and made them available to farm people.

In 1958, a renewed, expanded pro-

(See Pond Safety, page 158)

Public education in farm pond safety included State Fair exhibit viewed by thousands.

Magna-board visuals were used by Home Agent Ruth George in series of consumer information demonstrations.

Showing Consumers How Food Gets to Market

by RICHARD LEE, *Agricultural Editor, Missouri*

HOMEMAKERS in Audrain County, Mo., have a better understanding of food marketing problems as a result of a unique program by Home Agent Ruth George.

Numerous questions from homemakers about new products, good food buys, and similar questions prompted Mrs. George to develop a county consumer information program.

Her program was planned to show some of the problems facing producers, handlers, and consumers during a food product's journey from the farm to dinner table. She used turkeys as an example. Because turkeys aren't produced commercially in the county, few homemakers-consumers in the area had much knowledge of marketing problems.

To get ideas and material for a demonstration, Mrs. George had help from Mrs. Orrine Gregory, home economist in marketing, and Ted Joule, poultry marketing specialist. Together, they shaped an information program that included the points of view of three different areas of extension work.

Mrs. George used this material to present demonstrations to 32 home economics extension clubs, a district extension poultry conference, a meeting of marketing specialists, and three civic groups.

The demonstration and techniques involved in setting up such a program were explained to seven other central Missouri home agents. The idea can, of course, be adapted successfully in other counties.

Her efforts didn't stop at this point. Mrs. George used the information in a series of radio broadcasts.

In still another phase of the marketing program for consumers, Mrs. George arranged for club members to tour grocery stores. On these tours, store managers explained some of their marketing problems, not only with turkeys, but with other foods.

The Missouri home agent estimates she reached 11,000 homemakers.

Members of the home economics extension clubs received the program with open arms. Most of them now have a leader responsible for developing additional consumer information programs within individual clubs.

Marketing Specialist Joule is an enthusiastic booster of the work, which is expanding in the State. Joule says such work is of untold value in promoting better consumer understanding of problems facing producers and handlers.

ECONOMIC NEEDS

(Continued from page 147)

agement techniques and a realization that this tool can aid in bringing many needed adjustments.

County economic climate: How can we best assist in agricultural planning, county government, and tax planning?

County agents must have a general knowledge of economic tools if they are going to provide sound and practical answers to these questions which are now a part of our daily work pattern.

The county agent of yesterday was essentially a production man. Economics for the most part was left to specialists. Today's successful county agent must retain production techniques in perhaps a more specialized field and also have a working knowledge of economic techniques.

Five steps would help Extension to serve the economic needs of farm people in the future as they have served them in the physical sciences in the past:

1. Basic training in agricultural economics should be required for county agent work. It should include a year's course in farm management designed to fit the highly specialized and commercialized agriculture of the day.

2. Continued on-the-job training and course work for credit should be offered and required.

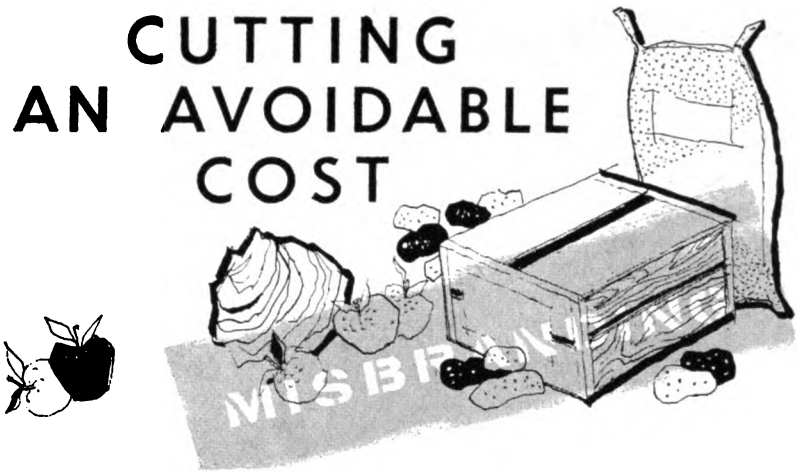
3. Increased specialization is needed. This will require more staff people in some areas but that is not unnatural. How many agricultural economists did we have 50 years ago?

4. County agents need more assistance from specialists in developing local programs that can be presented in a simple but forceful fashion and that have real, practical meaning to the groups concerned.

5. County agents should be encouraged to belong to economics associations, just as many of them now belong to horticultural or livestock societies.

The progress made in agricultural production over the past 44 years by teaching at the grass roots level can be duplicated in the field of agricultural economics with lasting results. We must seek and train competent, dedicated men to do this job.

CUTTING AN AVOIDABLE COST



by R. L. CHILDRESS, *Federal Extension Service*

COUNTY agents can help fruit and vegetable growers and shippers avoid an unnecessary marketing cost. Through an educational program, agents can make growers and shippers aware of regulations regarding grading and branding perishable products.

Here is the problem. When U. S. Department of Agriculture inspectors find produce in packages marked in violation of the Perishable Agricultural Commodities Act (PACA), the dealer is required to remove or black out the markings, repackage or regrade the products, and otherwise comply with the provisions of the Act. This is costly.

In addition, the dealer risks the cost of legal action and can lose his PACA license if he offers or sells misbranded or misrepresented produce in interstate or foreign commerce. When this happens, the dealer is not likely to be a satisfied customer of the packer. In the future, he may look for another source of supply. And he may pass back to the shipper the costs incurred in obliterating incorrect marks, repacking, or regrading to designated grade marks.

Intent of the Act

The purpose of the PACA is to suppress unfair and fraudulent practices in buying and selling fruit and vegetables in interstate or foreign commerce. The Act makes it unlawful to "misrepresent by word, act, mark, stencil, label, statement, or deed, the character, kind, grade, quality, size, pack, weight, condition, degree of maturity, or State or country of origin of any perishable agricultural commodity received, shipped, sold, or offered to be sold in interstate or foreign commerce."

These provisions were made a part of the Act at the request of growers, shippers, and receivers. They recognized that USDA needed authority to eliminate unfair competition resulting from misbranding and misrepresentation of produce.

Violations Occurring

Agricultural Marketing Service, responsible for enforcing the PACA, continually spot checks fruits and vegetables on the terminal market. Latest figures indicate 160 misbranding violations found in about 1,000 inspections and investigations in 147 cities. Of these, 55 percent were misrepresentation as to the State or area of origin and 25 percent were failure to meet the designated grade.

Many violations were due to containers being re-used with original markings still present. Commodities most commonly involved were cabbages, potatoes, onions, apples, and sweet potatoes.

Regulatory workers report that most of this misbranding is on produce packed by growers who are not aware of the law and its possible consequences. Here's where the county agent can help.

For example, a potato grower may be using sacks marked U.S. No. 1 but may not have his potatoes certified No. 1 by federal inspectors. In such a case, the extension worker can help the grower understand grading standards.

The PACA doesn't require any markings on containers. However, U.S. grade marks and other information shown must be correct. Some States have other requirements which must be observed.

Regulatory personnel recommend that used sacks be turned inside out and incorrect markings on other containers be obliterated before packing. If names and addresses are required by State laws, stencils, reprinted sacks, or cards attached may satisfy their requirements. But, cards are easily removed or obscured from view. And, attachment of tags or cards to used containers without obliterating incorrect markings does not correct a misbranding under the PACA.

For additional information concerning the Perishable Agricultural Commodities Act, you may contact specialists on your State staff or the PACA offices in the following cities: Washington 25, D. C.; 610 S. Canal St., Chicago 7, Ill.; 300 W. Vickery, Fort Worth 4, Tex.; 1031 S. Broadway, Los Angeles 15, Calif.; 139 Centre St., New York 13, N. Y.; Old Arcade Building, Winter Haven, Fla.

WATER SUPPLY

(Continued from page 148)

water systems and 819 wells were improved due to the program.

Because of this program, five times as many club members in the 32-county area had their water systems checked than had done so the previous year.

Several counties are continuing the educational program on safe water systems and the convenience and economy of water under pressure. The home demonstration agent is responsible for the continuation of the program wth the county sanitarian cooperating in each county.

We feel that we have proof that by working together, five groups can achieve better results than working separately.

Showing How to Change Attitudes

by PAUL C. BARKER, *4-H Club Specialist, California*

ATTITUDES of people can be changed. Aristotle was aware of this when he said: "All the acts of man necessarily come from seven causes — chance, nature, compulsion, habit, reason, passion, and desire."

Today any lynching scene in a television western provides convincing evidence. We see the ease with which a mob is aroused by fiery words. And then, not so easily but always more effectively the lynching is averted by the steadfast courage of the marshal and his appeal to the decent instincts of less threatening members of the mob. Tensions relax and everyone goes home presumably with a better attitude toward law and order.

If a lesson is to be learned from these dramatizations of unreal western life, it is that inner impulses are more effective than superficial influences in changing attitudes.

Our Responsibility

Our task, like that of the good marshal, is to help develop, or bring to light at least, those attitudes which will affect a change in behavior—we hope for the better. We can be dramatic, too, without recourse to the hangman's noose and sawed-off shotguns. The trick, of course, is to involve the people with whom we are concerned.

By using a provocative panel, we can challenge and even threaten people's beliefs. Role-playing can be used to visualize the absurdities of certain attitudes. Deliberate misstatements can precipitate a display of feeling.

A more discreet approach was used with some success in a recent series of regional conferences for California county 4-H staff members. It demonstrated a method that can be used with club leaders.

On the agenda was a topic, Strengthening the 4-H Club Summer Camping Program. It reflected agents' concern with the apparent failure of camping to make a contribution to the 4-H Club program worth the time and effort involved.

Discussion was introduced by a statement of the camping situation in California. The statement listed the number of counties engaged in camping, compared the ones using leased camp sites and those operating their own properties, and covered the percentage of members and leaders enjoying the camping experience, and the staff time involved.

Provoking Discussion

Agents' attitudes toward the camping program were determined by posing three questions. Is 4-H summer camping a part of the stream of educational forces acting favorably on the lives of 4-H Club members? Is it a questionable venture into an area of outdoor group living largely unnecessary for rural boys and girls? Is it an annual endurance contest, merely testing the physical stamina of staff and members?

It was pointed out that a negative attitude as implied in question three left but one logical course of action—to eliminate camping. Question two implied a lukewarm attitude with two courses of action open—improve the camping program or remove it from the 4-H calendar. Question one implied a positive attitude and acceptance of camping.

Question three was greeted with laughter—evidence that it was pretty close to the truth. Question two forced a recognition of reality—that the camping program was here to stay and should be made as effective as possible. Question one obviously led to consideration of methods to strengthen camping.

The agents were then asked to choose one of three roles—that of 4-H Club member, leader, or agent. They were grouped according to role and asked to write out five or six objectives of a good camping program. As each group reported, a composite set of objectives was written on the blackboard.

The objectives were evaluated in terms of four basic needs of young people — affection, approval, confidence, and independence. They were examined also in terms of their value as supplements to the regular 4-H Club program in such fields as science, health, safety, recreation, music and singing, leadership development, recognition, teamwork and fair play, and moral and spiritual values.

After establishing the validity of the objectives, the group examined the two major elements of camp organization: camp management—the essential framework of practical details involved with group living; and camp program—the essence of camp life for the members. Camp program involves utilization of leadership opportunities, creation of proper camp morale and attitudes, provision for a flexible and varied choice of activities, and pre-camp training for camp staff.

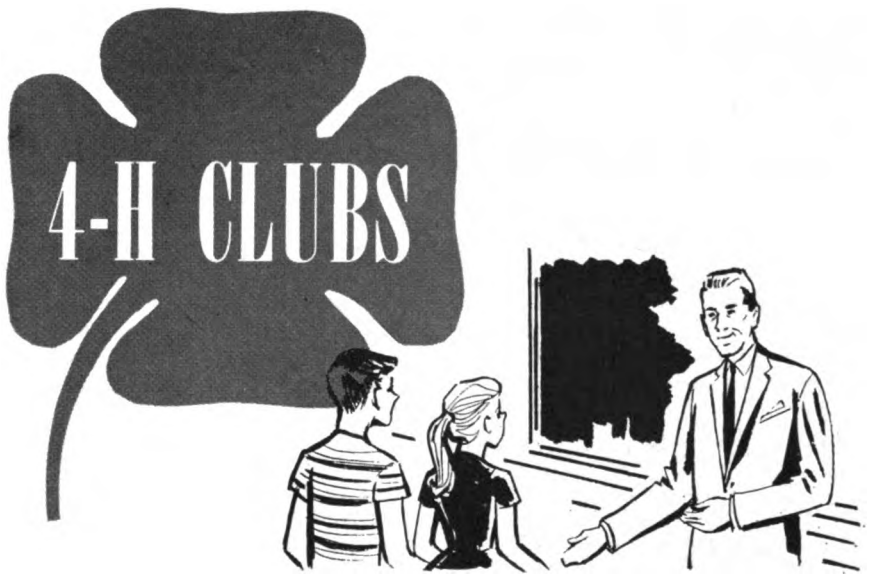
Deeper Study

Five workshop groups developed ideas in regard to these areas of camp management and program, then reported back to the entire group. Their reports were tacked up on the walls of the conference room so that everyone could read them, discuss them with understanding, and get a comprehensive picture of the entire camp organization.

The results proved the value of the method. Agents who had been dubious about the value of camping changed their beliefs. The series of group processes in which they had been involved had changed their attitudes as no amount of argument could have done. Agents who believed in camping left the meeting with a clearer idea of how responsibilities might be shared between agents, leaders, and campers.

All the agents saw in the method a useful formula for enabling people to develop attitudes. This would result in increased ability and understanding for working cooperatively with others.

Steps to organizing



by W. A. MILBRATH, *Kalamazoo County 4-H Agent, Michigan*

ORGANIZING 4-H Clubs and offering a 4-H experience to more boys and girls is an important part of our job as extension agents in 4-H Club work.

A recent time study in Connecticut points out that extension agents working with the 4-H program spend 1/13 of their time in planning for county events and 1/8 of their time in conducting these events. But only 1 percent of their time is spent on organizing new Clubs.

To some extent, a similar situation existed in Kalamazoo County — a county with great potential for new club organization in suburban and urban areas. With the help of all agents on the county staff, we streamlined the procedure and came up with a plan for organizing clubs which is much less time consuming. Most important, it is effective, it works, it gets results!

Many of the steps of this plan have been used by extension agents for many years. However, the total plan may be useful to agents as they offer the 4-H program to more boys and girls.

All 4-H Clubs in Kalamazoo County are organized on a "community club" basis. There are several project groups within each club, with leadership from parents and others in the community. Here are the steps in our plan for new club organization:

● *Contact School Officials*: An elementary school area, for purposes of organization, is the community or geographic base for a new club.

In working in a particular school area, I first contact the principal. He is asked to schedule an orientation meeting and arrange for passing out a brochure, An Introduction to the 4-H Program in Kalamazoo County. After the date has been set, brochures and meeting announcements are delivered to the school to be passed out about three days before the meeting.

It is important to stress that this is the *only* involvement of the school. School officials often are concerned about this.

● *Contact Leader-Adviser:* An experienced 4-H leader from another community club is selected to be the "leader-adviser" for each new club.

The leader-adviser's responsibility is to offer advice and suggestions and answer questions of the new group. It does not include doing organizational work.

● *Orientation Meeting*: Parents as well as children are asked to be present. We make use of various materials and aids in portraying 4-H as a vivid and dynamic program.

At this meeting, information presented on a flannelboard includes: organization of the Cooperative Extension Service, history and scope of the 4-H program, the project as a tool in the 4-H program, internal organization of a community club, and the local club and county events. A series of colored slides helps to acquaint the group with the county 4-H program.

Several older 4-H members tell about particular 4-H projects and show examples of completed projects. Then I show and explain the project bulletins and leader guides. After this much exposure to the 4-H program, the group has a chance to ask questions.

● *Group Decision*: The boys, girls, and parents then decide whether or not to organize a 4-H Club. This must be their decision because they have to feel a responsibility for the club.

● *Voluntary Parents Committee*: If the group decides to organize, volunteers are asked for a "parent committee". It is the responsibility of this committee to organize the club with the help of the leader-adviser. They are given a notebook which highlights job descriptions for the parent committee, community leader, and project leader.

It often takes several minutes for folks to volunteer for the committee. Be prepared to leave if no one volunteers. If the community is not willing to take responsibility for their club, it will have limited success at best.

● *Followup and Select Community Leader*: As soon as committee members have volunteered, they get together with the leader-adviser while the boys and girls fill out enrollment slips.

The effectiveness of the leader-adviser really begins here. He must help the new club to get started. After the orientation meeting, the leader-

(See Organizing Clubs, page 154)

Perking Their Curiosity

by **DOROTHY V. SMITH**
Home Economics and 4-H Editor
New Jersey

WHY use a cornfield to demonstrate the science of growing plants to young people when a flower pot will do?

That's a question David Wood, Atlantic County 4-H Club agent, might be asking himself these days. He's had outstanding success during the last year with the house plant unit of a new indoor gardening 4-H project.

Not that Wood has any notion of dropping other agricultural projects. This seaside resort county may be best known for bathing beauties, but it has plenty of farms, too. It also has many active 4-H members with farm projects including beef cattle.

But there is a growing suburbia in Atlantic County. As with suburban areas everywhere boys and girls have limited space for farm projects. And those who do have them often find winter a slack time.

Three States Cooperate

So when extension administrators, horticultural specialists, and club agents of Pennsylvania, Delaware, and New Jersey worked out the cooperative indoor gardening project material, Club Agent Wood lost no time in putting it to work.

Donald B. Lacey, extension specialist in home grounds who was in on the planning session, followed the Atlantic County project with special interest.

"Dave used plenty of newspaper stories and pictures," Lacey observed. "We also visited people personally—4-H leaders and prospective leaders. All this helped, for when we had our first leaders' meeting, 58 men and women turned out."

Gathering materials is first step in indoor gardening project.

A third of these people were men—a happy note since men leaders are usually on the scarce side. Some of these men were farmers, some businessmen. Nearly all were garden hobbyists.

Next came enrollment in the project and 265 boys and girls signed up. Their ages ranged from 10 to 16.

Two Plants to Start

The project work started simply. Each member was required to grow one African violet plant and one philodendron—water them, fertilize them, repot them once, take cuttings, and exhibit plants at the County 4-H Fair.

Atlantic County had a bad storm that March. Power lines were down and some homes had no heat for a while. Club members went to no end of trouble to keep their plants from freezing.

During the year, groups made tours to greenhouses, worked up demonstrations, and held numerous sessions on plant care.

The plant show at the August fair was a big success. Some 4-H'ers had gone beyond their minimum requirements to fulfill the project by that time, collecting several varieties of African violets.

Leaders Like Learning

Leaders got ready for the second unit at a meeting arranged by Club Agent Wood. A floral designer demonstrated flower arrangements, Christmas decorations, and dish gardens. Home Grounds Specialist Lacey handled cultural practices. The meeting was supposed to wind up at 11:15 p.m., but leaders lingered to ask questions far into the night.

Unit No. 3 deals with flower arrangement and Unit 4 with corsages, winter bouquets, and Christmas greens. Attractive printed project guides and a leader's handbook give detailed directions.

Don Lacey and Dave Wood have no doubt that there will be an eager clientele for all four units. Lacey is working up sets of slides and other visual aids to use in Atlantic and other counties where young people have taken to indoor gardening.

Don Lacey looks beyond the project and sees this new 4-H work developing life-long gardening enthusiasts and even some professionals.

Dave Wood sees the project as a wonderful way to perk the curiosity of young people in the science of plant growing.

One of the things that seems to amaze the young neophyte gardeners, he says, is that plants produced from cuttings always have the same color blooms as the original plants.

Such observations show that youngsters are waking up to nature's miracles. That alone seems to make the project a success as far as Club Agent Wood is concerned.

ORGANIZING CLUBS

(Continued from page 153)

adviser usually meets with the parent committee two or three times, answers questions by phone, and contacts the club agent when questions arise which he or she cannot answer.

At the outset, the parent committee works collectively as the community leader. However, within a few months they select one person for this assignment and the parent committee then operates as an advisory group.

During the past 15 months, results of this plan have been impressive. The amount of time I spend on organizing each new club (from the time I contact the school principal to the completion of the orientation meeting) is 10 hours or less. Fourteen new community clubs have been organized and only one failed to continue.

Without this plan, many of these communities would not now be offering a 4-H experience to their boys and girls. This step-by-step plan makes a smooth path to organizing 4-H Clubs.

TV School for Farmers

by Mrs. Karin Kristiansson, *Assistant Editor, Vermont*

BRINGING Extension to the farmer via TV is a must in the future. So wrote one Vermont farmer about TV Dairy Days. This dairy school was telecast daily for a week on the extension program, Across the Fence.

The TV school was more than a series of dairy talks. It was a short dairy course, where we put our best TV performers in the spotlight to get across good information on dairy management. Subjects discussed were, raising dairy calves, heifers, dry and fresh cows, cowmanship, and herd management.

Four specialists shared in making the school a success. Bob Fitzsimmons, animal and dairy husbandman, served as co-ordinator and master of ceremonies. Extension Dairyman Dick Dodge discussed feeding, housing, and milking techniques. Animal Pathologist Jim Wadsworth took care of health problems in the dairy barn. Agricultural Economist Dwight Eddy brought out points on farm management.

Added attractions in the studio were three top animals from the University of Vermont dairy herd, comfortably set up in a studio pen.

Advance Publicity

Wide publicity was given to TV Dairy Days in newspapers, radio, and television. Many agents plugged the series in their local news columns and radio programs. And the clincher in creating farmers' interest was personal contact through the county agents.

Agents sent out double announcement cards, prepared by the Office of Information. One card gave information about the series and offered a free TV packet. The other was a self-addressed enrollment card that the farmers filled out and mailed to the Office of Information. By handling enrollment cards at the University, we saved time and simplified the distribution of packets.

Out of 12,000 farmers notified about TV Dairy Days, 2,069 enrolled for the school and received the TV dairy packet. The latter contained brieflets on raising dairy calves, milking, breeding, feeding, barn ventilation, and herd management. Also included was a special 10-page summary of the TV programs.

All 4-H adult dairy leaders in the viewing area, which includes the major part of Vermont, received the TV packet and notification about the series. Vo-ag teachers were also informed about the series and some students followed the programs on school TV sets.

At the end of the school, evaluation cards were sent to all who had registered. Nearly 400 cards, or about 20 percent, were returned. About 75 percent had watched four or five programs.

Respondents were unanimous in their requests for more TV schools and longer air time. The majority wanted schools planned during the winter months.

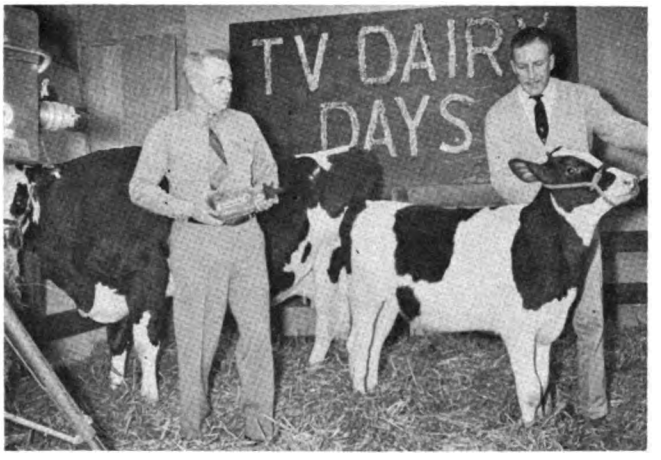
Suggestions for future schools varied. Altogether more than 450 different topics were listed. Requests were high for dairy, crops, farm management, and soils.

Some typical comments read, "more of this kind . . .; very helpful and interesting . . .; literature most interesting and valuable . . .; continuing research most helpful to us . . ."

Estimate of Value

Evaluating the TV school from the specialist's point of view, Extension Dairyman Dick Dodge says, "This relatively new way of reaching dairy farmers is very efficient. We can reach many people who prefer to sit in their own living rooms and receive information rather than change their clothes and travel to a meeting. We also know that the farmer has accepted television as an important information source.

"We realize, however, that a short TV course cannot teach in detail. Rather it motivates and interests the viewers in better farm practices. Much of the value of these schools lies in the fact that the farmers get a concentrated dose of information, supplemented with the more detailed information in the TV packet. The schools also give us a good chance to emphasize the information and help available at county extension offices."



Characteristics of good calf are explained by Specialist Bob Fitzsimmons (right). Extension Dairyman Dick Dodge is holding bottle used for feeding young calves.

Communications Training Helps to Get Action

by HAROLD D. HURICH, *Uinta County Agent, Wyoming*

COMMUNICATIONS training can be applied to a problem to get action from the people. We proved this in a campaign to sign up ranchers in a brucellosis eradication program.

Our efforts to help Uinta County gain a modified certified brucellosis-free designation began early in 1957. The problems included active opposition by a few and passive resistance by many ranchers.

In the first 7 months of the campaign, only 12.9 percent of the ranchers signed petitions to have their cows tested. Then something happened. In the next 3 months, an additional 73.6 percent signed to shoot the total to 86.5 percent.

What spurred that 73.6 percent in less than 3 months? I think that at least three-fourths of the ranchers signed in this period as a result of a detailed educational program planned during a communications workshop and put into action immediately.

The Situation

Uinta County is a small area in southwestern Wyoming with about 250 ranchers running 30,000 head of cattle. Previous to 1957, the county brucellosis committee had urged that Uinta go along with a brucellosis vaccination program.

In January 1957 changes in Federal laws on interstate movement of cattle really brought out some problems and it developed into a pressure program for two reasons. First, cattle from Utah moved into Uinta County for summer grazing and back to the home ranches in the fall. Rich County, Utah, had started a test program the previous year and cattlemen there were concerned about mixing of their tested cattle with Wyoming untested cattle. Could the cattle cross back into Utah without retesting?

In the second place, some Uinta County cattle moved south into Utah for summer grazing and returned to the home ranches in the fall. Ranchers were concerned over their grazing permits and their use. Should they not be allowed to cross the State line and work under the full impact of the Federal law?

Utah was the pressure area because they were farther along in the testing program than Wyoming and could stop the movement of cattle across the State line. So it was imperative that we start a testing program.

Intensive Campaign

Wyoming and Utah State veterinarians and ranchers met in April 1957 to discuss the problems of cattle movement. Wyoming ranchers realized that they were being pushed into a testing program, but many were really not interested.

In August, a communications training workshop was held in southwest Wyoming for all agents. From it, I hoped to develop a plan of informing the people of the brucellosis problem, to change their thinking, and to get action.

A detailed time schedule of newsletters, news articles, and radio programs was planned at the workshop. Some visual aids for newspaper use also were prepared. The schedule was put into effect immediately after the workshop.

In the first week a general newsletter was prepared and sent to all cattlemen of the county. This discussed the new law governing interstate movement of cattle, the testing program in adjoining areas, and pressure from adjoining areas and its effect on Uinta County stockmen who moved their cattle across the State line. The general effect of the problem on all county cattlemen was covered and a possible solution suggested. This was to have 90 percent of all cattlemen petition for Uinta County to be put under a brucellosis testing program.

Every 2 weeks for 6 weeks radio programs informed the public of the brucellosis program. All phases were covered.

During the fourth week a news article with illustrations showed movement of cattle across State lines and explained why it was necessary to start a brucellosis testing program. All cattlemen in the county would be affected as well as those moving to outside areas.

In the sixth week a short letter explaining the program and a signup return card were sent to all county cattlemen.

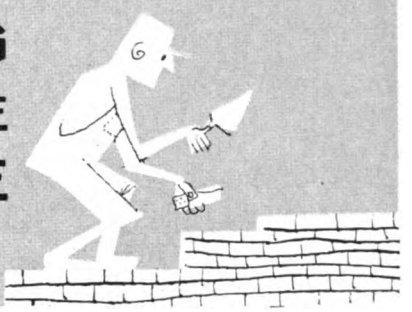
As a result 66 percent of all ranchers were signed up by returning cards or calling at the office to sign a regular petition. Other office and outside contact accounted for a total of 86.5 percent of the ranchers. A testing program was started by State, Federal, and private veterinarians in the fall of 1957 after all cattle were on winter ranges.

Many Values

Communications training can be of value to all who are working with the public. The ways it can be applied include: long range planning of a program, developing a time schedule using all methods of mass communications, using proper visual aids, and making use of mass methods to change thinking and to get action.

This program was a concentrated effort to inform the people, change their thinking, and get action. It was started and completed within 90 days.

PREPARING FOR THE FUTURE



by EINAR R. RYDEN,
Education Specialist, Indiana

AIMS of the individual in Extension, as in any other aspect of education, should be to become expert both in his vocation and in the art of good citizenship. His knowledge, skills, and attitudes will determine his success in achieving these aims.

What about the knowledge, skills, and attitudes which seem so urgently needed for the last third of the 20th century? Are they so different from those of the past? Are there actually some needs unique to the future?

Benefits of Knowledge

Man has learned much about himself—how he feels, thinks, acts, and, to some extent, why he feels, thinks, acts as he does. He has learned much about others, as individuals and groups.

The fundamental cause underlying the educational process is change. The man of the future must accept the reality of change. The future has to be taken into account at every stage of the educational process.

What does this mean to the individual? It means that he must gain more and more knowledge—of himself, of others, of things.

More knowledge of himself leads to self-criticism, self-understanding, self-realization. To gain the objective of self-realization, he will need an appetite for learning and to become skilled in the communication arts, problem solving, health knowledge, recreation, resources for leisure, esthetic interests, and giving responsible direction to his own life.

More knowledge of others leads to respect for humanity and puts human relationships first. The individual will enjoy a full and varied social life and become skilled in family living—appreciating the family as a social institution, conserving family ideals, and maintaining democratic family relationships.

More knowledge of others also leads to social understanding—understanding social structures and social processes. The individual will then become skilled in working toward civic responsibility.

More knowledge of things leads to the satisfaction of good workmanship. This means that the educated producer understands the requirements and opportunities for various jobs, selects his occupation, succeeds in his vocation, maintains and improves his efficiency, appreciates the social value of his work, and plans the economics of his own life.

A combination of these aspects of knowledge will lead to wisdom. Experience is what life has yielded and knowledge is that which is clearly perceived. But wisdom transcends them both.

Identifying Skills

We said earlier that the individual should seek expertness in his vocation. It is difficult to separate knowledge and skill, since skill means knowledge of an art or science, combined with mastery of its technique. Aptitude, dexterity, and cleverness are parts of skill. But skills can be identified and conveniently labeled.

The terrific drive of the individual for self-realization brings him to learn those skills he feels he needs most. Yet he often is not the best judge of needed skills; he must have both guidance and training in their selection. For example, early in life the individual should learn about skills needed for social intelligence. Yet it is late, if ever, that he realizes the value of some of them.

In the past 50 years or so, we have learned a great deal about social sciences, psychology, sociology, cultural anthropology, and communications. Extension workers must become skillful in using this new knowledge, since the greater portion of their time is spent in dealing with people.

In the area of human relation skills there is no convenient formula, no bag of tricks. Techniques must be known and skills developed, but learning should be in terms of the complexity of individual and group situations, and not mere techniques. In addition to action skill, we must train in analysis, planning, and evaluation.

Affecting Attitudes

Motor skills directed toward manipulating objects require a higher level of development when problem solving is involved. And they are of little significance if not accompanied by social and intelligent behavior. This also is true of motor skills in the use of language. And finally, motor skills to be useful involve primary consideration of attitudes, feelings, and emotions.

Volumes have been written and numerous studies made on attitudes. Studies show that we learn attitudes by experience, by shock, and by adopting them ready-made. Countless attitudes are learned early in life; some are deep-seated and difficult to change.

Fortunately attitudes can be changed through the very processes by which they were learned. As the individual learns to understand more fully how his own attitudes were formed, he begins to appreciate the significance of his own attitudes and value concepts. Gradually he will be more ready to accept the challenge of changing attitudes. But he must understand this about his own behavior before he can understand others.

The most important single factor is that the individual wants to change, that he wants to go on learning. And as he increases his knowledge of himself, of others, of things, he will be well prepared for the future.

Time Out for Graduate Study

by PATRICK E. SMYTHE, *Republic County Agent, Kansas*

IT's never too late and, to a certain degree, the sooner the better, is my philosophy on the time to do graduate study. Certainly 2 years in the Army, 1 year farming, and 1 year as an assistant county agent after graduation from Kansas State College in 1953 made my advanced study more meaningful. I had a deeper understanding and appreciation of the courses.

I considered my move 6 months before deciding. My district agent and county agent both encouraged me to go back to school.

Like many extension agents, I was able to take advantage of GI educational assistance. Another reason for going back to school was the offer of an assistantship in the agricultural economics department.

Graduate study and the extension profession are truly cooperative affairs as far as a family is concerned. The encouragement and cooperation of one's family means much during graduate study.

I have counted more than 30 fields that county agricultural agents work in as they serve people in their area. Possibly the most difficult decision to make after choosing graduate study is to choose the major field. For many, extension education may be the choice. Others may wish to do advanced work in livestock or crops, thinking of a future as an extension specialist.

For me the choice was agricultural economics. This was my major in both undergraduate and graduate study. With increasing emphasis on marketing, agribusiness, and the economics of farming, this field gave me both a broad background and some technical knowledge of this business of farming.

Courses included economics, marketing, agricultural policy, and specialized fields like market prices and production economics.

My thesis was on agricultural policy, The Alternative Basis for Allocation of Wheat Allotments. It was a study of the two-price plan for wheat and suggested changes in the proposal.

As a part of the assistantship I studied the soil bank program in Kansas. A questionnaire was sent to county agricultural agents for their opinions on what farmers would have done if there had been no soil bank program. This material was published.

As a result of study, I find economic news and problems of farmers in my county have greater meaning than before.

When to Go

For me the plan of working for a while then returning to school worked out satisfactorily. I recommend doing this if a person is confident he will return to college for graduate work. Experience in a county is valuable to a graduate student. For some, considering finances, family, and desires, it may be wiser to do graduate work immediately following graduation.

Certainly the extension director and dean of agriculture in each State college or university can offer suggestions and guidance to agents as they make these important decisions.

I enjoyed graduate study, especially the associations with the professors in my major field. During the 6 months I have been in a county of my own I have become increasingly aware of the value of my study. In working with farm families, personnel of cooperating agencies, and in my thinking and planning, the benefits of graduate study have become evident.

It's my belief that an increasing number of county extension agents—agricultural, home economics, and 4-H Club—could and should find graduate study the rocket they will mount for a shot at their professional moon.

County Agent Smythe (left) discusses corn quality on farm visit.

POND SAFETY

(Continued from page 149)

gram was instituted. In February, district supervisors of the N. C. Board of Farm Organizations and Agencies were shown a farm pond safety demonstration. Hundreds of farm women attending the 1958 Farm Home Week at N. C. State College heard talks on pond safety.

Again, waterfront supervisors carried out training programs in the State's four 4-H camps in the summer of 1958. The 1,200 4-H'ers attending the 1958 State 4-H Club Week received instruction on safety.

The spark of enthusiasm for saving lives is spreading. Throughout the program, emphasis has been on helping each farm pond owner realize he has a responsibility to prevent drownings, to keep small children away from ponds, and to caution against swimming alone.

In July 1958, the North Carolina Extension Service received a plaque from the American Water Safety Congress for this pilot project in farm pond safety.

"The work in North Carolina is progressing," according to Director Weaver, "and it will continue. It is my sincere hope that this movement will spread across the country. A program of education and instruction is about the only resource that we can rely upon to help prevent serious accidents and needless loss of life in our farm ponds."

NEWS and VIEWS

President Eisenhower cuts the ribbon at the formal opening, June 16, of the National 4-H Club Center, Washington, D. C. Looking on (left to right) are: J. O. Knapp, Director of Extension, West Virginia, and Chairman, Board of Trustees, National 4-H Club Foundation; Miss Gertrude Warren, pioneer leader in 4-H work; Larry Dilda, North Carolina 4-H Club member; Donald D. Danforth, President, Danforth Foundation; Secretary of Agriculture Ezra Taft Benson; Anita Hollmer, New York 4-H Club member; and Assistant Secretary of Agriculture E. L. Peterson.

Ferguson, Shuman to Speak at County Agents Meeting

Plans are rapidly taking shape for the 1959 annual meeting of the National Association of County Agricultural Agents. More than 1500 agents, wives, and children are expected to attend the meeting September 6-10 in Kansas City, Mo.

Activities start Sunday afternoon, September 6, with a flag-raising ceremony at the new Agricultural Hall of Fame site. Among scheduled speakers during the week are: C. M. Ferguson, Administrator, Federal Extension Service; Charles B. Shuman, President, American Farm Bureau Federation; and Dr. Kenneth McFarland, General Motors Corp.

Panel discussions will deal with "The Importance of the County Agent's Role," and "The Family as the Key to Balanced Farming." A highlight will be a bus tour to nearby Missouri and Kansas farms to see Balanced Farming in action.

Book Reviews

CONCENTRATED SPRAY EQUIPMENT by S. F. Potts. Published by Durland Books, Caldwell, N.J. 600 pp.

Mr. Potts has drawn together all available information on concentrated spray equipment mixtures and application methods into a readily usable text.

Starting with the terminology that is used in this relatively new field, the book thoroughly covers the fundamentals of application of concentrated sprays, dusts, etc. The third chapter, some 160 pages in length, is a thorough treatment of ground spray equipment, from large mist blowers to small hand atomizers. The fourth chapter is devoted to aerial equipment and its use. The fifth chapter contains information on methods of mixing and formulating insecticides and fungicides.

This is undoubtedly the most comprehensive book on spray equipment available at the present time, and would be a handy reference for both the specialist and the county agent.—*R. O. Gilden, Federal Extension Service.*

VOCATIONAL TRAINING DIRECTORY OF THE UNITED STATES Compiled by Nathan M. Cohen. Published by Potomac Press, Arlington, Va.

This third edition gives tuition changes, approval status, and other information for more than 7,000 private and public schools of the United States offering vocational training.

Information is arranged by groups of schools (i.e., business schools, health service schools) by State. There is also a course index listing nearly 500 different courses available from accountant and acrobatics to x-ray technician and yarn manufacture.

This is a useful tool for people involved in career exploration.—*V. J. McAuliffe, Federal Extension Service.*

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 1459	Selling Black Walnut Timber—*Slight Revision 1959*
F 1624	The Mexican Bean Beetle in the East and Its Control—*Reprint*
F 1798	Control of Common White Grubs in Cereal and Forage Crops—*Slight Revision 1959*
F 2051	Pepper Production, Disease and Insect Control—*Revision 1959*
F 2123	Growing American Bunch Grapes—*New*
L 449	Okra Culture—*New*
L 451	Newcastle Disease in Poultry—How to Control It—*New*

OPERATION MODERATION

by J. E. PEHRSON, JR., *Orange County Farm Advisor, California.*

OPERATION Moderation might be the name of the campaign for more realistic citrus fertilization practices being carried on by extension workers in Orange County, Calif.

We have been urging citrus growers to reappraise their fertilization program. Where it is excessive, we suggest they either reduce or dispense with nitrogen fertilization for a time. The payoff for several months of hard work on this subject started to show up last spring.

We knew the amount of fertilizer that citrus growers were using. We've kept up with these figures, mainly through our annual management and cost of production surveys, made every year for 32 years. The cultural information supplied by 40 to 60 growers, plus the data we pick up in all our grower contacts, gave us a good picture of what was going on. One thing we observed was the tendency for growers to nudge their fertilizer applications a notch higher quite frequently.

Educational Aims

When Dr. W. W. Jones and Dr. T. W. Embleton of the Citrus Experiment Station started their fertilization plots in Orange County, they were interested in fruit quality. Their work showed that as long as the trees were kept above a deficiency level for nitrogen, the yields remained the same, but fruit size and quality were highest in the low to moderate range of fertilization. So our job was to tell growers how to fertilize for quality and size, something many of them were not doing.

First Dr. Jones held a citrus tour to show the plot work. In July 1957 we included a page on this subject in a cost study write-up and called it, What Some Growers Are Doing. The simple fact is that many growers have been using more fertilizer than necessary. In this case, if a little is good, more is no better—it just costs more.

Contact Methods

By this time a few people were beginning to take notice of what we were recommending—it might save them money. We followed up with a roundtable talk with Orange County packing house managers in September, in which Drs. Jones and Embleton participated.

In November we issued a local newsletter urging growers to take a really hard look at their citrus fertilization practices and costs. We then opened their eyes with a citrus meeting in December at which Dr. Embleton reported on fertilization results in local orchards.

In January 1958 we held a Growers' Day at the Citrus Experiment Station. Here Orange County farmers had the opportunity to talk with staff members and see for themselves what moderate rates of fertilization could do.

Another newsletter was sent in February with more of this information. It pointed out that at the beginning of the fertilization season growers could save money by reducing their application rates, and the trees would not know the difference. This was talked up in local farm center field meetings throughout the spring.

Citrus trees do best on moderate amounts of fertilizer, according to Orange County Farm Advisor J. E. Pehrson.

Look at the Record

As far as results are concerned, we're proud of this record. One grower can actually point to savings of $18,000 in the past two years as a result of following our suggestions and recommendations for moderate use of fertilizer. Another told us that our information had saved him more than $5,000.

At a conservative estimate, local growers kept some $200,000 in their pockets last spring as a result of our campaign for moderate but adequate citrus fertilization.

EXTENSION SERVICE Review

AUGUST 1959

a Crowd

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. 30 **August 1959** **No. 8**

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

Division Director: *Elmer B. Winner*

Editor: *Edward H. Roche*

In This Issue

EAR TO THE GROUND

December is traditionally a time for inventory—taking a backward look at activities during the year. This stock-taking gives a starting point for making plans for the year ahead.

Now it's becoming increasingly popular to take a mid-year look at progress (or lack of it), make any necessary changes, and get ready for the "stretch run."

Perhaps major league baseball set the precedent for this. The 3-day break in the schedule for the All-Star Game in July gives players a brief vacation. And it gives owners and managers a chance to check on any weak spots in the team, perhaps bring up a minor league player to fill a gap, and get ready for the drive to the pennant.

Reading the sports pages, you might think such a mid-season inventory is useless. Sports writers love to tell how many years the team in first place on July 4 went on to win the pennant. But the writers also remind us about the "miracle" Boston Braves of 1914—the team that was in last place on July 4 and won the pennant going away. This, of course, offers a glimmer of hope to every baseball fan, player, manager, and owner.

We in Extension can also profit from a mid-season inventory. And we can all take heart from the 1914 Braves. Probably none of us is in "last place" but we're not all leading the league either, when it comes to accomplishing what we set out to do last January.

This might be a good time to get out that 1959 plan of work that was filed some months ago, take a look at it, and see what changes have to be made to reach our objectives for the year. We can see if our major goals in January are still receiving the attention they deserve—see if we need to revise our program "lineup" for the stretch run.

Maybe the February through June issues of the Review will help. They deal with areas of the Scope Report and may offer suggestions for program content or methods that will help you reach your goals.

We're resuming the Scope series in September, with Family Living as the feature subject. It will show how various State and county extension workers are helping families to develop their full potential—as family units and as citizens.—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. The printing of this publication has been approved by 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.

Making a THREE-POINT LANDING

by O. A. BURBANK, *Dutchess County Agricultural Agent, New York*

A FEW years ago, our extension association president, a flying farmer, and I came into the airport during strong gusty winds. We made a three-point landing, but only one point at a time. Both agent and pilot agreed that a three-point landing is much smoother and safer (and we might add, more valid) when the three points of contact are synchronized.

Down to Earth

With program evaluation, many of us are still "up in the air." Our goal is to come in for a smooth landing. A three-point approach may make such evaluation more valid. This was the technique I used in making a study of our Farm and Home Management program in Dutchess County.

One approach to the evaluation was by program participants, a second by committees that helped to plan and administer the program, while the third analysis was by the agricultural agent. Surveys were used to obtain opinions of participants and committees.

Analysis of these surveys and writing of the conclusions were accomplished while on sabbatic leave. For this, I was enrolled in the Agricultural Economics Department at the University of Florida. Prof. John R. Greenman was helpful in supervising my tabulations, interpretations, and conclusions. This points to one basic fact. Agents may be able to evaluate their own programs, but they can do a better job with the aid of trained workers.

A 10-page survey was given to all 34 families which had been in the program either 2 or 3 years. It was administered by an agricultural agent not acquainted with the farmers.

The first of the 4-part questionnaire asked for farm and family information. Changes in Management, a second part, asked the participant for factual information and judgments on production practices, management, and records. The influence of the program in stimulating changes or desire to change was reflected in this section.

Part three gave participants an opportunity to demonstrate decision-making, indicate whom they would consult for advice, and whether or not the program had exerted any influence.

Part four consisted of seven questions on program evaluation. These included reasons for participation, important things learned or done, helpfulness rating, changes suggested, comparison of farm and home visits with group meetings, and contrasts between this and regular programs.

Two committees which were in a position to pass judgment on the program participated in this survey. Sixteen were members of the steering committee, which helped plan and carry out the program. There were eight members of the agricultural department executive committee, who were responsible for administering all agricultural programs.

The 30 survey questions gave committee members a chance to reflect their knowledge of the program, its scope, cost, and purpose. They appraised the area approach method, duration of participation by members, cooperation of agents from different departments, the effect of this on other extension programs, and gave opinions on the direction for the future.

Other Methods

In addition to surveys of participants and committees, there are other ways and means available for an agent's evaluation. I found it desirable to make detailed statements of the program and its launching and development in Dutchess County. These were compared with 14 other New York counties which started at the same time.

In reporting on progress with business agreements, I found case studies most helpful. This method was also used with fringe participants.

I also made an appraisal of the extension methods used in the program. This was an analysis of farm visits type of work with families and uses made of record summaries. I analyzed 20 circular letters used in 2 years from two viewpoints. These were the Flesch Readability Formula and a circular letter evaluation.

(See Three-Point Landing Page 174)

BUILD IN EVALUATION

by E. J. BROWN, *National Agricultural Extension Center for Advanced Study, University of Wisconsin*

EVALUATION is an accepted term in the vocabulary of the Extension worker. But doing something about it often has not gone beyond the talking stage.

Any educational activity has three major phases; planning, execution, and evaluation. But relatively little emphasis and time have been given to evaluating extension activities.

There are several reasons why little time is given to evaluation: lack of confidence in ability to do evaluation, pressures of routine activities which require little or no planning and evaluation, inability to see evaluation as a part of the educational process, negative attitudes toward recordkeeping, and relatively little training in evaluation.

This article illustrates how evaluation can be built into any educational activity. Results of a meeting were appraised, not only to measure the impact of the meeting but to obtain facts which would help in deciding what kind of activities should follow.

This evaluation was conducted at a session of Iowa's 1958 annual extension meeting. The program included four general sessions on objectives of extension education, extension's clientele, evaluation, and improving ability as salesmen of ideas.

Study Findings

In the third session, I gave a talk on Evaluation in Extension. Just before the talk, benchmark data were obtained by having the staff members fill out a short questionnaire.

At the end of the talk, a questionnaire was again filled out by the staff members. Similar questions were included in both questionnaires.

Objectives of the talk were: (1) to have extension staff develop a favorable attitude toward using evaluation in their daily activities, (2) to have the staff learn the fundamental steps in doing an evaluation study, and (3) to motivate extension workers to carry out an evaluation study in the next year. Questions were designed to measure whether these objectives were accomplished.

Question Approach

To determine attitude change, the staff were asked, "How useful do you feel evaluation is to you in your work?" Although 48 percent said, "very much" before the talk, 59 percent felt that way afterwards. Almost all of the staff were somewhat favorable toward evaluation before the talk; 96 percent felt that evaluation was "very much" or "quite a bit" useful.

"Evaluation is a good thing, but my working day is already too crowded. How do you feel about this statement?" At the beginning of the talk, 54 percent disagreed partially or completely; after the talk 60 percent disagreed. Staff members who showed the greatest change were the 22 percent who did not know how they felt before the talk. Only 11 percent had not made up their minds at the end.

Another question was, "To what extent do you feel you have the know-how to do an evaluation study?" At the beginning, 27 percent said they had complete or almost complete knowledge of how to do evaluation. At the end of the talk, 51 percent said they had a similar level of knowledge.

According to staff members, the talk was effective in increasing knowledge about evaluation. One explanation is that the staff realized evaluation is not a difficult task. An objective knowledge test before and after would have been a more precise measurement of knowledge change.

To determine the extent to which staff members plan to carry out evaluation as a result of the talk, we asked, "Have you carried out an evaluation study in the past year?" Forty-nine percent said they had and 51 percent that they had not. Later they were asked, "How do you feel about carrying out an evaluation study in the next year?" Forty-five percent said they definitely plan to, 38 percent that they probably will, and 15 percent were not sure. Only 2 percent said probably not.

Interpreting Results

In general, this study shows that some staff members developed more favorable attitudes toward evaluation and increased their knowledge of evaluation. Perhaps a few were able to evaluate themselves more objectively at the end and shifted to lower knowledge and less favorable categories. Many did not show any change. A small group probably showed a negative change.

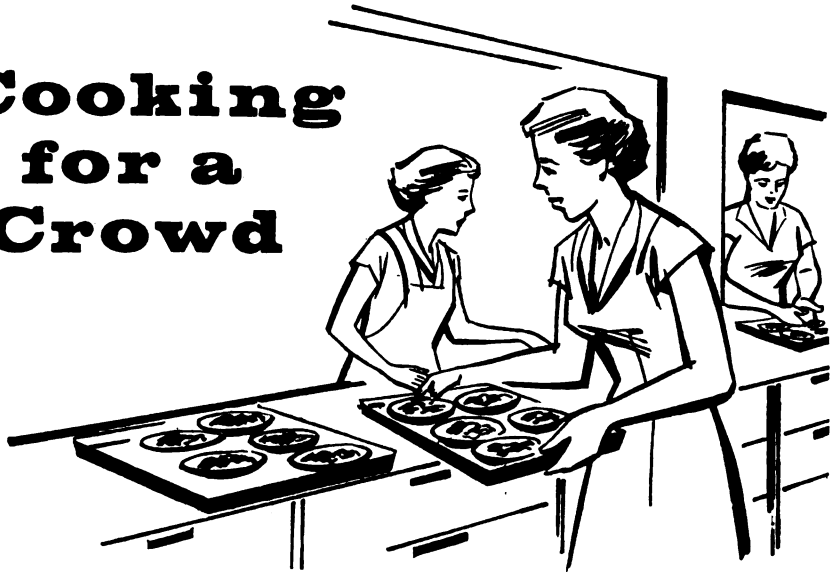
This appraisal also points out that the audience consisted of several different groups. Before the meeting, a large percentage already had attained the objectives sought.

It is also obvious that little change can be expected as a result of one meeting. Unless a followup training program takes place, there will be little increase in extension evaluation.

An in-service training program in evaluation will need to be aimed at different groups. Some staff members are sold on evaluation and have built it into their work. These people need help in perfecting their skills. Another group may need help with more information about evaluation and practice in developing elementary appraisal techniques. For a third group of extension workers, the training program would have to develop more favorable attitudes toward evaluation before progress can be made in developing evaluation skills.

A study such as this can be made a part of any extension activity. Measurement before and after a program gives some indication of changes brought about and gives facts with which to make decisions about the next step in an extension program.

Cooking for a Crowd



by MRS. EMILIE T. HALL, *Home Economics Editor, New York*

CHURCH suppers used to mean at least two days of hard labor for the ladies of the Methodist Church at Smyrna, N. Y. The kitchen was far too small and poorly laid-out. There was almost no equipment—an iron sink, a wood stove, and one cupboard. The dining room, which doubled for Sunday School classes, was woefully inadequate for either job.

Deciding that something had to be done, members of the congregation called on Mrs. Eloise Baldwin, then the county home demonstration agent. Mrs. Baldwin turned to specialists from the College of Home Economics at Cornell University to help to plan remodeling of the kitchen and dining room.

Then the members of the congregation rolled up their sleeves and went to work. Before they got through, they had help not only on remodeling but on other equally important factors in community meal service—equipping the kitchen, meal planning, and purchasing, preparing and serving foods in large quantities.

Nowadays, instead of three women doing most of the work for suppers at the Smyrna church, volunteers compete to help serve meals from the big new kitchen. And their church suppers are a real success.

Over an 8-year period this pattern has been repeated in varying degrees in 424 church, Grange, and other community kitchens in New York State. In Ontario County alone, 23 community groups have put in new kitchens or remodeled old ones with extension's help.

In community kitchens, trouble centers largely around seven points —inadequate work space; lack of well-planned, usable storage; poorly arranged dishwashing and cleanup areas; improper lighting; lack of adequate safety precautions; inadequate facilities for safe holding of foods; and poor selection of equipment for quantity food preparation and service.

Food-wise, people want the works —everything from sanitary food handling to figuring costs and profits.

Answers Provided

Much of the information is already available or being developed by research and practice in the College cafeteria, which serves as a laboratory for quantity food preparation and service. Building specifications, plans for equipment which can be made, and advice on such problems as sewage disposal are supplied by the housing and design department and agricultural engineers.

From this body of information five Extension bulletins have been issued —Purchasing Food for Fifty, Hot Breads for your Community Meals, Desserts for your Community Meals, Cookies for your Community Meals, and Camp Food Service Management.

Also supplementing the program is a book, Quantity Recipes. It contains more than 600 recipes for 50 servings each, plus detailed instructions on kitchen practices and cooking techniques when large numbers of people are being served.

Last year Prof. Marie Knickrehm, one of the institution management department's two specialists, traveled more than 10,000 miles to conduct community meal service training classes in 30 communities. She found time to help produce a teaching film, too.

Most popular of the community meal service lessons is a series of three day-long sessions in which result demonstrations are combined with learn-by-doing.

The first day includes a discussion of various phases of quantity food preparation, use of suitable equipment, overall organization for serving meals in quantity, plus the details of committees, menu planning, and cost accounts. At this session, women start thinking about a menu they will serve to invited guests at a demonstration luncheon on the third day.

Plans and Followup

Nutrition enters into the planning indirectly. With meals being prepared by a group of women working together, it is more economical, more practical, and makes for more nutritious meals if a planned menu is followed. Obviously, in serving a single meal, the best you can shoot for is a third of individual nutrition requirements for that day.

At the second meeting, the class spends considerable time on safe and sanitary food handling. This includes ways to avoid contamination of food during preparation and discussion of bacterial growth in foods which are not kept at the proper temperatures. Safety for workers also is covered.

Before the second class ends, the women consider the intricacies of purchasing food in quantity and the importance of using standardized recipes. They plan a menu to the last detail, make up market orders,

(See Community Cooking, page 174)

Reaching New Groups via TV

by ANNA C. THOMPSON, *Area Home Demonstration Agent, Kentucky*

Does your extension program reach all communities and groups in your county? Or are some communities generally uninterested, some groups often left out, such as mothers with young children, rural nonfarm residents, retired people?

Four years ago we started what we call the Rural-Industrial Project, to develop methods of reaching hard-to-reach groups. Two communities in western Kentucky were selected for the project. Both had recently been subjected to nearby industrialization, and in neither had the agents been able to reach a large percentage of the people.

In the two communities we tried many proven extension methods—Farm and Home Development, community meetings, 4-H clubs, demonstrations, homemakers programs, special-interest groups, newsletters, farm and home visits. But we had only moderate success. In the fall of 1958, we decided to try a special approach.

New Approach

As area agent for 11 western counties of Kentucky, I was in charge of a weekly half-hour television program. We decided to use this program as a basis for informal discussion.

Briefly, our plan was to organize small viewing groups among the women of the two communities. By furnishing materials and keeping in touch with the groups, we hoped to lead them into discussion of the television programs. This was a means of arousing their interest and pointing up their learning of new practices or ideas. The program was directed toward the two communities but actually, as the plan developed, it spilled over into other counties.

We planned a series of four programs using the USDA chart, Food for Fitness, as the basis of our teaching. Knowing that these first programs must make a strong appeal and be readily recognized as worthwhile, we took special care in planning. In these programs, I was assisted by Sunshine Colley, home demonstration agent of Marshall County, who presented nutritional information. My part of the program was on preparation and use of food.

After planning the programs, we called on women in the communities to suggest that they meet together in groups of four or five to view and discuss the programs.

We proposed that each group could meet at one home to view the program and then discuss it, or they could view the program at their own homes and meet later in the afternoon for discussion. Both plans were followed. We urged that the groups be limited to close neighbors so that it would be easy to get together.

Women who agreed to have groups meet in their homes were designated as "group leaders." To each leader we explained our plan in detail, gave a copy of the Food for Fitness leaflet, and explained methods of leading a discussion group.

Just before each program we sent the group leaders a letter with suggested questions for discussion and a return card for reporting the persons present and any questions the group might have raised.

What about the results? Did we succeed in reaching people we had not been able to reach before? Mothers with young children? Rural nonfarm residents? Retired families?

Let's take a look at the composition of the viewing groups. Of the 331 women of the two communities who were reported to have watched and discussed the programs, less than half had been members of organized homemakers clubs. Of the 39 group leaders, 16 were young mothers with children of preschool age and 12 were women over 60 years old.

Reception was good and interest in the programs was high judging by responses on the report cards and other comments to the producers. Agents involved, both in the two pilot communities and in others throughout the area, felt that the plan was successful in reaching women not reached by other means and in building interest in other aspects of the extension program. Among the viewing groups, we have noticed increased interest in organized clubs.

After the series on foods, we used this viewing and discussion plan with a series on business affairs and another on kitchens. The plan, of course, requires extra time and work. It takes extra time in setting up groups, briefing leaders, preparing and sending discussion questions, receiving reports and answering questions.

Considering the results, this extra time is among the most valuable hours of work the home agent spends.

Mothers brought small children to the viewing and discussion group meetings in Kentucky.

Teaching the WHY of Soils

by K. ROBERT KERN, *Assistant Editor, Iowa*

MANY 1959 model Iowa farmers have the same eagerness to gain knowledge as their grandfathers had at the turn of the century.

Pioneer extension worker P. G. Holden told of an adult short course class in 1902 which showed up in the pre-dawn darkness with lanterns, breakfast, and a deep interest in corn. This year, nearly 200 farmers spent 3 days studying principles of soils and plant growth.

This was an experimental program of the extension agronomy staff. From the response, the agronomists see the possibility of a new definition of their role. It may be a little early to be sure of that, but let's look at what happened.

Extension agronomists were a little shaken by what came out of program projection. They saw most local planning being done on the basis of practices — more conventional programs in which the same persons come to the same kind of meeting to hear the same agronomist talk about essentially the same things.

Another Iowa activity—Challenge to Iowa—added an influence. In this program some 50,000 Iowa people showed that they could study reality and were willing to look straight into the face of even unpleasant possibilities.

Seedling of Idea

When the agronomists put together their professional understanding of agronomic problems, the kind of view that "Challenge" gave of the total Iowa environment, and conviction that people were willing to try unconventional methods to attack problems, the die was cast. Agronomists began to talk about the need for farmers to know more about principles and relationships than about farming recipes.

Three county extension directors heard them talking and told their councils about the idea. Then they said, "All right, let's see if you know what you're talking about."

The idea itself was clear-cut—teach the principles of soils and plant growth to farmers so they can approach management with better understanding. But the doing was not clear-cut. Innovators work without precedents.

What subject matter is needed? Who are the interested farmers? How much time should it take? Is this an open program, or is it a special audience? How many farmers can take part profitably? At what level should the subject matter be pitched? Are there ways of further extending it?

This is only a sampling of the questions that had to be answered by the agronomy staff. And they involved others. Information workers helped plan visual aids. The training specialist was involved. District extension supervisors were brought in at the start.

And here's what they came up with:

Program. The program included three 1-day sessions, one each week for three successive weeks in February. The first day was mainly soils—formation, erosion control, and soil chemistry. The second day concentrated on plant morphology and plant physiology. The final day brought the discussion and correlation of the information through work problems, with the participants developing soil and crop management plans for an actual farm in their own county. And there was a quiz on each day's subject matter.

Participants. One county extension director, after consultation with others, invited certain individuals; in another county, a limited enrollment period followed publicity; in another, members of the county extension council recruited participants from their respective townships.

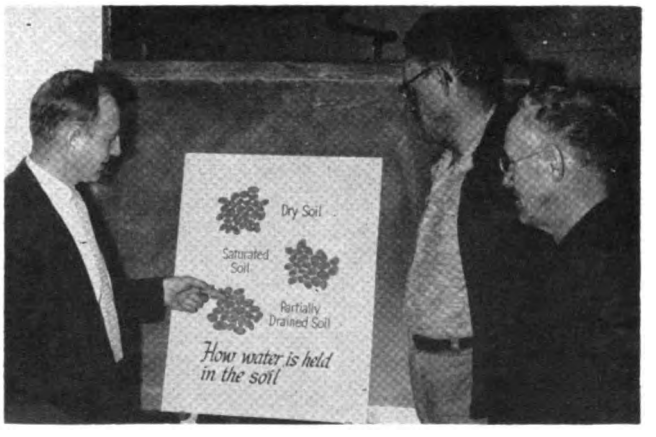
Participants paid a nominal registration fee for the program. This was partly to build an idea of "value" in their minds. The registration fee was used for refreshments and helped cover some of the cost of a specially prepared "textbook" for each participant.

Results. Formal evaluation of the program is still in process. Part of this will be analysis of the quizzes. These were college-level quizzes—for example, "The process of photosynthesis makes use of _____, _____ and _____ in manufacturing food." The characteristics of a plant are determined by _____."

Other formal evaluation will include collection of information from a sample of farmers who took part and from county extension workers.

Perhaps one of the best informal indications of success is that already six other counties have asked for a

(See Soils Teaching, page 168)



Extension Agronomist Frank W. Schaller illustrates one phase of soil principles.

In Puerto Rico

RURAL DEVELOPMENT MOVES AHEAD

by **MARIO L. CONDE-THILLET**, *Press Editor, Puerto Rico*

EXTENSION economists in Puerto Rico believe that Rural Development, now underway in a pilot area of the Island, will give the solution to many problems of poorly developed areas. So far, the economists say, this program has prompted group action and is creating a strong sense of responsibility toward community problems.

Rural Development is a long range program aimed at improving the standard of living of underdeveloped rural areas. It recognizes the need to develop all resources of these areas to provide better living conditions for the people.

Three Point Program

This program in Puerto Rico has three main characteristics. First, it involves the cooperation and unified efforts of many groups and agencies, both private and governmental. Second, it promotes group action to solve the problems that contribute to poor social and economic conditions. And third, it uses all available means, methods, and facilities in helping people to help themselves.

The pilot area includes five extension counties in the central mountainous part of the Island—Naranjito, Corozal, Orocovis, Comerio, and Barranquitas. It covers an area of 40,000 acres with more than 3,000 families. Two county agricultural agents and one home demonstration agent are in charge of the program.

The people of the pilot area have been alerted to the need for group action. Several community projects have been completed and others are either under construction or in the planning stage. These include four rural reservoirs, eight rural electrification projects, a health center to serve about 1,200 families, a breakfast center for 85 children, and construction of roads and trails in five communities.

One rural reservoir built through community action and some governmental help is serving about 40 families and a school with 250 students. Community action has also brought improved school grounds and improvement programs for pastures, coffee farming, and soil conservation.

Community improvement campaigns receive strong support from the people in the area. They aim at increasing the number of fruit and forest trees on lands not suited for other crops, improving public health, increasing the use of safety measures on the farm and in the home, and controlling diseases in tobacco and plantain plantations.

Several rural development committees and promotion committees are cooperating with extension agents in carrying out the pilot program. County agents, extension specialists, and technicians from many agricultural agencies cooperate in training the people in the skills and abilities they need to solve individual and community problems.

Training meetings have been conducted on Social Security, home industries, home nursing, clothing, furniture improvement, farm and home bookkeeping, soil and water conservation, poultry production, control of diseases and parasites in dairy and beef cattle, and production, classification and marketing of minor crops.

Soil Conservation Service workers give guidance in preparation of water and soil conservation programs for individual farms. They help farmers to plan, establish, and maintain sound water and soil conservation practices. SCS also participates in training meetings in which related topics are discussed.

The great interest that this program has aroused in Puerto Rico and abroad indicates that something worthwhile is being accomplished. Community projects in this area have been visited by more than 120 Point Four program students from Europe, Asia, Africa, and Latin American countries, as well as by 150 Puerto Rican legislators.

SOILS TEACHING

(Continued from page 167)

similar short course in their next year's program.

A problem. When the agronomists turned to the principles they had agreed to teach, they made a discovery. In Agronomist E. R. Duncan's words: "Our basic knowledge of how plants grow and take up nutrients, the climatic probabilities, the soil-water relationships, and basic soil characteristics is surprisingly incomplete. To get the kind of answers we need may require 10, 15, or even 25 years of research effort."

This short course program developed as an experimental action in line with a widely expressed (but little explored) need—the need to teach why. It was fitted to county program interests. Its logic was that of the diffusion process, with an implicit assumption that people have a communication process that will spread understanding of principles as they spread knowledge of practices.

Such a program, the extension agronomists believe, has valuable potentialities as part of an on-going program on soil management and crop production and as a kick-off for a stronger educational effort in agronomy.

New Use for Old Tool

by JOHN BAYLOR, *Extension Agronomist, Pennsylvania*

Special educational exhibit of grasses and legumes of varying qualities gives spectators a chance to do practice judging.

A NEW approach using an old tool was recently initiated in Pennsylvania to promote the production of high quality forage, especially hay. The approach—hay shows; the tool—judging.

Since 1956, we've held five district hay shows annually at strategic locations. These shows stimulate interest in quality hay and will be continued as long as they serve that purpose.

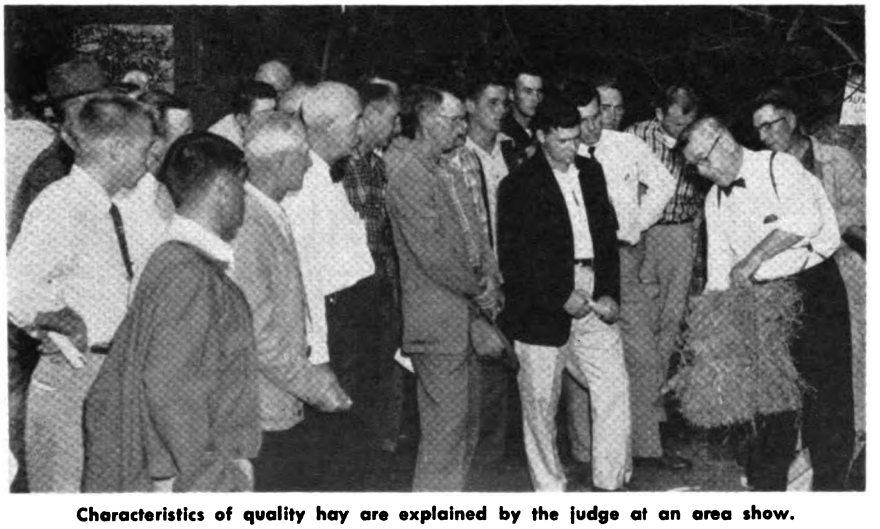
High quality forage in the form of pasture, grass silage, and hay is the least expensive feed for livestock. The cost of producing a ton of fluid milk from good hay and silage is approximately $18, compared to $25-$35 when home-grown or purchased grains are used.

Good grass stands serve also in erosion control and soil improvement. So the dual importance of grass—for feed and for conservation—emphasizes the need for a sound educational program in the establishment, management, and utilization of forage crops.

Recent reports indicate that Pennsylvania farmers harvest approximately 2⅓ million acres of hay annually. If seeded to the right species and varieties and properly fertilized, these acres could produce 1½ to 2 times the amount of feed they are currently yielding.

Another 2½ million acres are devoted exclusively to pasture, either permanent or cropland. The average yield of these acres could be more than doubled with proper fertilization and management.

Quality in forage starts with the land—dense, weedfree, productive stands of modern grasses and legumes. But good stands and high yields are not enough. The crop must be properly harvested, stored, and readily consumed for economical milk and meat production before its true worth is assured.



Characteristics of quality hay are explained by the judge at an area show.

Hay Raising Competition

Many approaches have been used to emphasize the importance of high quality forage and to stimulate dairy and livestock farmers to put modern technology to work. Hay shows are another approach in building better understanding of forage quality.

General rules and regulations for our shows are similiar to those governing most competitive shows. Twelve hay classes have been developed in accordance with the kinds of hay commonly grown. Separate sections handle field-cured and heat-cured hay. To simplify judging, only long hay is eligible for competition.

All shows during the past three years have been judged by a competent hay authority. Total samples entered for the three years were 533, 543, and 552.

Ribbons are awarded to the first place samples in each class. First and second place winners in each class are eligible to exhibit samples at a statewide hay show in conjunction with the Pennsylvania State Farm Show. A new feature in 1958 was a special trophy to the grand champion of each district show.

All samples placing first, second, and third in each class are analyzed

(See New Use, page 170)

A TEAM DEMONSTRATION IN IRRIGATION FARMING

by **RUSSELL L. HERPICH**, *Extension Irrigation Engineer, Kansas*

A TEAM approach is used in the Kansas Irrigation Development Farm Program. We've found this an effective way to demonstrate the best known engineering, agronomic, economic, and management practices in irrigation farming.

Members of the team are the land grant college, agencies of the U. S. A. Department of Agriculture, Kansas Board of Agriculture, U. S. Bureau of Reclamation, commercial companies, and cooperating farmers.

The foundation for this program was laid in 1949 at a meeting of representatives of interested agricultural agencies and the U. S. Department of Interior. They discussed the best procedure to follow in assisting farmers affected by the newly developing irrigation district projects. These projects, in areas below federally constructed multiple-purpose reservoirs, were forcing farmers to make a rapid transition from dryland to irrigated agriculture.

The objective of the program was to provide leadership in making this transition in the best manner. Soil surveys, water in storage, adapted crop species and varieties, long growing season, managerial abilities of the operators, etc., would be used to accomplish the most efficient production through the development and utilization of all available resources.

Kansas farm family and extension worker discuss their farm irrigation plan.

The agricultural agencies and the USDI contribute technical assistance and cost sharing. Kansas State College departments contribute research data and assist with applying the best known production techniques. Selected farmer cooperators contribute the farm and most of the production costs. And the commercial companies contribute seed, fertilizer, and equipment under varying arrangements.

Dividing Responsibilities

A technical committee composed of representatives from these team agencies is responsible for the program's administration. They delegate the extension irrigation engineer to work with cooperating farmers in carrying it out.

Operating agreements and long-time farm plans are made by the technical committee and the cooperating farmer at the beginning of the program on each farm. These agreements vary from 3 to 5 years, depending on the time needed to attain the general objectives.

Each year a detailed farm plan is drawn up and agreed to by the cooperator and the committee. This plan includes: material contributions of each participant; field arrangement; crop species and varieties for each field; planting date, rate, and method; fertility program—nutrient, amount, rate, date, and method of application; irrigation schedule—approximate date, rate, amount, and method.

Records are kept by each farmer and by the irrigation engineer. These are used to determine the profitableness of the program on the farm and are analyzed yearly.

Effectiveness of the program can be measured in at least three ways. One is the demand from local extension councils for additional irrigation demonstration farms in their area. Another measuring stick is the increasing amount of net profit per acre on each cooperator's farm.

Finally, we have noted the impact upon irrigation development in new project areas. Since 1951, three new irrigation districts have been organized. And in 10 years the irrigated acreage in the State has tripled.

These measuring standards, separately or collectively, indicate conclusively that the team demonstration method is effective. It has helped farmers in the area to make an orderly, profitable change from non-irrigated to irrigated agriculture.

NEW USE

(Continued from page 169)

chemically for crude protein, crude fiber, and moisture. These data are used to estimate digestible protein and to calculate total digestible nutrients.

The shows are usually held during a 1-day indoor educational meeting covering all phases of production, harvesting, storage, and utilization. Time is provided for farmers to study the placings and compare their own estimates with those of the judge.

In 1959, four of the five district shows will move outdoors to research or demonstration farms where field tours will replace the indoor meeting.

The show judge has noted improvement in the quality of hay shown each year. We interpret this to mean there is more early-cut, leafy, green, weed-free hay in dairy barns throughout the State. Farmers also are becoming better judges of quality hay and are more careful in selecting their samples for exhibit.

Programs such as this cannot be handled by Extension alone. Pennsylvania hay shows have been successful only because of the interest and support of many organizations.

As a result of this cooperative effort, many more farmers are quality forage conscious. This contributes both to greater conservation of soil and more economical production of our vital milk and meat products.

Recreation in the Space Age

by J. R. CARDENUTO, *Recreation Specialist, Pennsylvania*

MAN launched into outer space! That's a headline we'll be reading in the not too distant future.

Perhaps the occupant of the space capsule will be in orbit for days, weeks, or even months. Imagine the leisure time our space traveler will have! Will the rest of us ever have that much time?

To the worker of yesteryear, leisure time simply meant rest for a tired body and a weary spirit. Now, with a 5-day week and automation just around the corner, man has more leisure than ever before at his disposal.

Machinery replaces manpower, devices save the homemaker time and effort, improvements in roads and vehicles make us more mobile, new developments in medicine and drugs give us longer life, and a continued prosperous economy provides life's luxuries as well as necessities. Leisure time today is incorporated into the lives of all men instead of a privileged few.

Leisure time offers an opportunity. Used wisely, it can contribute immeasurably to a satisfying life.

The answer to leisure lies in the years ahead, but the responsibility lies in the course that we choose to take today. Joy of creation, fellowship, adventure, desire for new experience, sense of achievement, physical well-being, use of mental powers, emotional experience, enjoyment of beauty, sense of service, and relaxation may all be derived from the proper recreational activity.

One man's work may be another man's pleasure. The decision of which activities he will choose lies with each individual. As adults and leaders, we must have a constructive attitude toward recreation, so that the youth now growing up may be interested in recreational activities which will be useful and beneficial throughout life.

Many consider recreation as ideal for keeping youth busy for the moment. But this is not the whole story. Recreation is one of the important agencies for the development of self-respect, personality, and character. Youth engaging in an activity such as handicraft, reading, art, nature, music, or collecting, learn to be thorough, orderly, and self-reliant. In many cases, ingenuity, initiative, and self-control are developed as in no other activities.

Personal Benefits

For example, at a recent 4-H Junior Olympics Meet, a youngster won three running events. When asked about his accomplishment, he replied, "I ran around my father's horse track every evening to be in shape for the Olympics." Loneliness is unknown to the individual who has mastered the secret of recreational activities that can be done alone.

Probably one of the most important aspects of character development in youth is in social qualities. Many recreational activities, such as camping, parties, and festivals, require participation of more than one person. Such is true of a 4-H project called, When You Step Out. Youth in this project learn etiquette, thoughtfulness, friendliness, and most important, sociability.

If our youth are to assume the leadership of our communities, States, and Nation, they will need character and civic qualities. Loyalty, tolerance, cooperation, and respect for authority are mandatory. Recreation activities such as public speaking, reading, lectures, and drama foster such qualities.

One of our 4-H Clubs decided to conduct a mock trial. As a result of this dramatic activity, the entire club made arrangements to visit a lawyer, sit in on a court trial, and subsequently visit with the judge. This club could not help but admire court procedure and the ultimate path of justice.

Recreation activities should persist informally and unceasingly as long as hobbies and interest can give new meaning to physical, intellectual, aesthetic, inventive, and social arts. Varied recreational activities develop interests which will mean enduring hobbies and which will lead to a richer and fuller life.

Programs for recreation should proceed along three lines. First, provide facilities and full opportunities to those now in need of wholesome recreation. Second, provide wholesome activities which will contribute to the mental, emotional, physical, and social well-being of people of all ages. Third, have a constructive attitude toward recreation, so that the children now growing up may be interested in and provided with the types of recreation that will be useful and beneficial to them as individuals, as members of a family, a club, a community, and of society.

Reading is a valuable recreation activity alone and even more enjoyable when shared.

RECOGNIZING VOLUNTEER LEADERS

by KENNETH L. COOMBS, *State 4-H Club Leader, Rhode Island*

Friends of 4-H receive meritorious service plaques at recognition banquet for leaders.

"My first year in 4-H Club work was a wonderful experience which I shall never forget," says Anthony Judge, Jr. of Cranston, R. I. "Then our leader resigned and the club disbanded. My high aspirations crashed and I was the most disappointed 12-year-old in the State. I made up my mind then and there to do everything in my power to avoid a recurrence of that situation with its disappointments to young people."

Believing local leadership to be the key to success of desirable 4-H Club experience, Mr. Judge, now an assistant bank cashier in Providence, has sought ways of increasing the satisfactions of voluntary leadership.

Among his efforts is the Rhode Island annual 4-H Club leaders recognition banquet, sponsored by his bank. The tenth such occasion was celebrated in 1958 with Dr. E. W. Aiton, Director, 4-H and YMW Programs, FES, as speaker.

Varied Awards

Citations for outstanding service to 4-H were awarded to two donors and to Dr. James P. Adams, chairman of the Board of Trustees of State Colleges. And five local 4-H Club leaders were honored with plaques and citations for outstanding leadership.

Certificates and pins indicating length of service were presented to each leader. Special recognition was given to new leaders and to leaders with 5, 10, 15, or more years of service. A 30-year ruby award of the 4-H clover went to one leader.

Six Friends of 4-H, nominated by the counties for assistance to the 4-H Club program, received plaques for meritorious service. Everyone at the banquet received a paperweight memento.

In addition to all adult 4-H Club leaders of the State, a number of distinguished guests were invited. These included the president of the University of Rhode Island, deans of agriculture and home economics, extension director, presidents of the cooperating Farm Bureaus, members of the Board of Trustees of State Colleges, State director of agriculture and conservation, president of the host bank, and representatives from the American Bankers Association, Federal Reserve Bank of Boston, and the press.

Well-Deserved Praise

This annual event for local leaders definitely is the highlight of the 4-H year. For one evening they are feted and given well-deserved praise for their unstinting contribution to the youth of their communities.

Rhode Island does not claim the national record for tenure of local 4-H leadership. But Extension workers agree with Mr. Judge that the annual recognition banquet provides satisfaction of real significance to local leaders. They need no second invitation. Once they have attended, leaders are reluctant to miss a year.

But Mr. Judge's interest in 4-H is not limited to this phase of the program. He is constantly assisting and promoting 4-H in many ways. For example, a few years ago a businessmen's luncheon club wanted a speaker. Immediately, Mr. Judge thought of 4-H. A call to the county 4-H agent resulted in a program these men still remember. An enthusiastic 4-H girl gave a lecture-demonstration on soil and water conservation. The businessmen learned a lesson in conservation, and learned about 4-H. Now at least once a year another 4-H member is invited to speak.

Personal Recognition

When the National 4-H Alumni recognition program was launched 7 years ago, Anthony Judge was nominated by Rhode Island and selected as one of the eight national winners. He has served on many county and State Extension committees and for two years was chairman of the State 4-H Advisory Council.

While he served as chairman of the agricultural committee of the State bankers association, the committee provided achievement pins for 4-H Club members. Later the committee furnished gate signs, "A 4-H Club Member Lives Here."

In a radio interview during National 4-H Club Week this year, Mr. Judge stated that 4-H ideals were so firmly implanted during his one year of active membership that he has continued to practice them in everyday life. To paraphrase an old idiom, "You can take the boy out of 4-H, but you can't take 4-H out of the boy."

Camping Develops the Heart "H"

by HARLEY V. CUTLIP, *Assistant State 4-H Club Leader, West Virginia*

THE open sesame to boys' and girls' hearts is never so good as when living close to nature. To those who love to see a young life unfold, the 'water' is never finer than when you go camping."

That's how State Club Leader W. H. Kendrick expressed his awareness of the value of the first 4-H Camp in West Virginia, held in Randolph County in 1915. Camping has come a long way in the 44 years since then. Today it is taken for granted as part of the summer activities in every county 4-H program. In 1958, 9,734 West Virginia 4-H'ers had a 5-day camping experience.

Why do we put so much time and effort into making it possible for club members to have a camping experience? Why did 1,350 local volunteer leaders give a week of their time to assist with 68 West Virginia county 4-H camps in 1958? Perhaps there are two answers: a genuine interest in the fourfold development of every individual member, and a belief that camp is one of the best places for youth training in the fundamentals of leadership and citizenship.

Actually, it is impossible to define or give the philosophy of 4-H camping without mentioning the individual development of the club member. Try as you may, it can't be done!

Camping promotes total growth—physical, intellectual, moral, and spiritual. It is vitally concerned with helping boys and girls develop a set of values—values in right thinking, right doing, and right living. So spiritual emphasis is not a thing to be set apart but rather an integral and important part of everything that happens to the campers.

Yes, a 4-H camp provides an ideal climate for heart "H" development. It's a climate that includes opportunities to learn and to practice honesty, fairness, understanding, cooperation, responsibility, healthful living, tolerance, wholesome use of leisure time, and loyalty to God, others, and to the finest in one's self.

Teaching the skills of camping, athletics, and cultural activities is important, but the overall objective of camping goes much further than development of skills. We are dealing with youth at their most impressionable and formative stages. It is our job to recognize the wonderful opportunities we have to guide these boys and girls toward wholesome, happy lives.

Learning Cooperation

Camping may be a 4-H'er's first experience entirely away from the family. At camp he learns everyone must do his share. He learns his responsibility to the group. He learns he must get along with everyone, if he is to enjoy himself. He learns he must rely on others for help and not on just his family.

Living together, sharing experiences, respecting each other's opinion, accepting each other's shortcomings and qualities are all part of camping. The ideal is to give campers an approach to life which is individual and creative, yet also cooperative; to make people independent and self-reliant, yet harmonious and disciplined.

Although heart "H" development is integrated into the total camp program, there is also a place for the organized services of worship—formal or informal. Evening inspirational programs have always been a part of the daily program in West Virginia 4-H camps. They are an important part, too, as evidenced by the "memories that linger" in the minds and lives of former 4-H club members as they relive their camping experiences.

Campers of all faiths are encouraged to attend and live in a spirit of broad-minded tolerance, appreciate each other and the right of each to worship as he chooses. Our aim is the furthering of spiritual growth through the development of a greater appreciation of the higher values of life.

Grace before meals, cabin devotions, morning thoughts given at breakfast, and bits of inspiration and challenge around the evening campfire—all add to the spiritual emphasis in our 4-H camping program.

Truly, the opportunities are unlimited for giving emphasis to heart "H" development in a 4-H camp. Such opportunities permeate all camp activities, providing an ideal climate for growing better boys and girls.

Opportunities for fellowship and informal sharing of experiences contribute to heart "H" development.

THREE POINT LANDING

(Continued from page 163)

Another method of determining progress is with comparative groups. I found it possible to divide our participants into active extension participants and non-active extension participants, as judged at the date of their starting in the program.

County Agent Burbank, standing, and farmer analyze results of fertilizer trials on alfalfa.

Ratings by participants on eight farm management practices showed marked improvement. At the start of the program, strong and weak points were nearly equal. The ratio was 2 to 1 in favor of strong points at the time of the study.

The study showed that participants learned to keep and use records, especially as an aid in studying their business. Records showed that farm women alone kept records on one-third of the farms and worked on records jointly with their husbands on another third. This led to the conclusion that farm women need training in bookkeeping.

Analysis of records showed that some, but not all farmers, increased their labor incomes. Some families made changes in their businesses to improve family convenience or living. Goals to improve family living and to increase labor income were common and it is expected that over a longer period of years, these will be achieved.

Numerous families benefited by writing sound farm business agreements, either partnerships or father to son transfers. Farm families have looked at their businesses from the whole family outlook and considered family goals. Participants have taken increased interest and leadership in community activities.

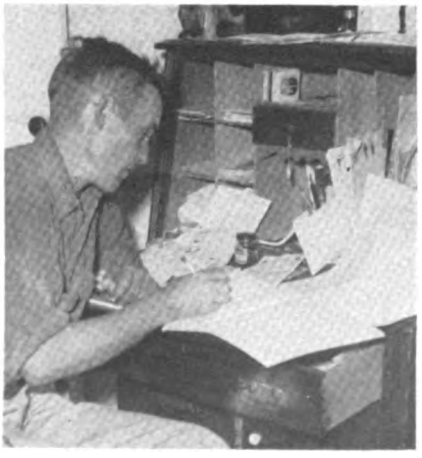
The area approach to enrolling participants involves some families which would not otherwise participate in extension activities. Progress with this group is often greater than with regular participants.

The study also shows that farm and home visits and small group meetings are both effective methods, but visits are more effective.

Through Farm and Home Management programs, the family gains more confidence in the county agent and he can be more helpful. This program helps to coordinate the activities of agents and brings them closer together. This has a beneficial result for the farm family.

A steering committee plays an important part in program development, progress, and guidance. In the opinion of the planning and administrating committee, Farm and Home Management should be a regular part of extension work. Each participant should continue with it for a varying length of time, depending upon progress made.

In Dutchess County, the Farm and Home Management program is firmly established in both the agricultural and home departments. Its influence is reflected throughout all programs.



Leon White, chairman of the steering committee for four years, became expert at bookkeeping and analyses.

According to memorandums of agreement, the three agricultural agents devote 60, 15, and 10 percent respectively of their time to this program. Two home agents devote 10 and 60 percent of their time to work with farm wives.

A favorable press has helped to improve public awareness of the importance of this program. The program evaluation helped to crystallize opinions and bring about some of these more favorable situations.

COMMUNITY COOKING

(Continued from page 165)

and set up committees for the practice meal which will be their "final exam." For this event, each person invites several luncheon guests.

Later, when everything has been cleaned up and the accounts balanced, the class winds up the session with an evaluation.

The result? Approximately 850 women representing an untold number of organizations were trained in community meal service in a single year.

Training Film

The program is given added impetus by the film, Managing a Community Meal, made in connection with a training session. It shows how 18 women divide responsibilities for a meal between three committees—kitchen, dining room, and cleanup, with each responsible to the general chairman. Used at the start of a training school, the 23-minute color film serves as a preview of what is to come.

Since its release in September 1958, the film has been shown to an audience of 10,035 in 35 New York counties. It also has been used on television, at meetings of dairy groups, and on Farm and Home Week programs at the University of Wisconsin and Cornell.

Today in New York State, community meals are big business. It is not unusual for a group to net $600 for a single supper. Civic organizations raise an estimated $1 million a year from community meals in the State. This is good enough reason for this educational program with emphasis on sanitation, safety, nutrition, and economy.

NEWS and VIEWS

Home and Club Agents Schedule Fall Meetings

Home demonstration agents with outstanding service will be honored at a recognition brunch during the National Home Demonstration Agents Association annual meeting. This 25th annual event will be held October 21-24 in New Orleans, La.

Scheduled speakers include C. M. Ferguson, Administrator, Federal Extension Service; H. C. Sanders, Louisiana Director of Extension; Owen Cooper, Mississippi Chemical Co.; and Wesley Wiksell, Professor of Speech, Louisiana State University. A fashion show, tour of New Orleans harbor, and other educational features are planned. President Velma Johnson and President-Elect Irby Barrett will preside at business sessions.

Chicago will be the site for the annual convention of the National County Club Agents Association. It will be held November 30 through December 1 during National 4-H Club Congress. Peter F. Martens, New Brunswick, N. J., is president.

Book Reviews

EVALUATION IN EXTENSION. Published by H. M. Ives and Sons, 420 Quincy St., Topeka, Kans.

One of Extension's more popular how-to-do-it publications has been completely revised and we think greatly improved. It tells what evaluation is, how it's done, and its use. If you are interested in evaluating your work or part of it, you will find the publication useful.

The content is very readable. Much attention has been given to sentence and paragraph length. Technical words have been reduced to a minimum. When they are used, they are explained.

The authors kept extension agents who are unfamiliar with evaluation in mind when they prepared the chapters. Chapter manuscripts were pretested in extension summer school courses in evaluation and rewritten.

Copies may be obtained from the publisher. Federal Extension Service will not stock copies.—*F. P. Frutchey, Federal Extension Service.*

PROFITABLE POULTRY PRODUCTION by E. D. Parnell. Published by John Wiley and Sons, New York City. 393 pp. Illus.

This comprehensive text is a practical guide to the many problems in poultry science today. It deals with science in simplified terms along with the art of poultry raising. This book emphasizes the steps necessary to success. The information contained in its well illustrated pages can be utilized by students, teachers, county extension workers, and poultry farmers.

In addition to the 12 principal chapters there is another which discusses "a look ahead." This gives a progressive look to the poultry industry and sketches the numerous possibilities that are being developed.

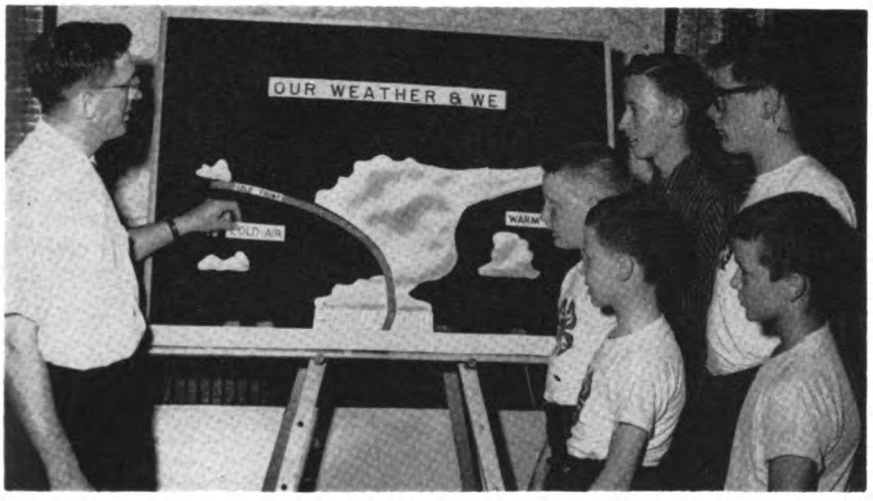
A 10-page appendix gives many useful tables and bits of information for the guidance and help of the poultryman.—*H. L. Shrader, Federal Extension Service.*

Ways of adjusting programs to meet changing needs of rural people were discussed by Negro extension supervisors from 14 States at Dublin, Ga. regional workshop. Committee chairmen and consultants were (left to right): Mrs. Minnie M. Brown, N. C.; Ashford O. Williams, La.; R. A. Sanders, Tex.; A. S. Bacon, Ga. (now with Federal Extension Service); Mrs. Ezelle M. Hawkins, Md.; Dr. Grady W. Taylor, Ala.; and S. E. Marshall, Va.

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 1855	Culture, Diseases and Pests of the Box Tree—*Slight Revision 1959*
F 2131	Raising Rabbits—*New*
F 2134	Culture of Oats in the Western States—*New*
F 2135	What Young Farm Families Should Know About Credit—*New*
F 2136	Lightning Protection for the Farm—*New*
G 17	Food Guide for Older Folks—*Revised 1959*
G 62	Removing Stains from Fabrics—Home Method—*New*
L 221	The Home Fruit Garden in the Central Southwestern States—*Slight Revision 1959*
L 447	Hyperkeratosis of Cattle—*New*
L 450	Horse Bots—How to Control Them—*New*



What causes summer rain? Effect of cold front is explained to 4-H'ers by Lee County Extension Director R. N. Dowling.

Introducing Science to Youth

by **DWAYNE A. ROHWEDER**, *Extension Agronomist, Iowa*

In two Iowa counties, 10-year-old 4-H boys talk about radiant energy from the sun. And they use such terms as cirrus, stratus, cumulus, and cumulonimbus.

In the future, more Iowa boys from the farm and urban areas will be using these terms and others like them. And they will know what they're talking about. Back of all this is a new 4-H project on climatology.

Extension agronomists in Iowa have been incorporating the basic fundamentals of agronomy into their teachings. In addition, extension workers in Lee and Clinton Counties have been looking for projects to meet the needs of both rural and urban 4-H members. The 4-H project dealing with climatology was developed to meet these needs.

Climatology, a study of the weather, climate, and their phenomena, is part of the field of agronomy at Iowa State. The 4-H project aims to show factors which make the weather, how weather develops, and how it reaches Iowa.

The basic principles of physics related to weather are taught to 4-H members at several club meetings throughout the year. At present, the project is divided into two parts. The first year is primarily a study of how precipitation is formed. The second year deals with heat and how the earth and its atmosphere are warmed.

A strong point of the project is a section dealing with how the weather affects the activities of people both at work and at play. Yes, the weather even affects where and when you might catch that fish.

This project was taken to Clinton County by agronomy staff members. They trained county staff members and 4-H leaders in the basic principles of the weather. Then the leaders took the information to their individual clubs. Teaching aids and demonstration materials were provided for use in club meetings.

With proper leader training and good visual aids, 4-H leaders can effectively teach this type of material to 4-H members. A discussion guide has been prepared to help leaders teach the basic subject matter of weather.

The 4-H members fulfill the usual requirements for 4-H project work. They give an individual demonstration or participate in a team demonstration on some phase of the weather study. They also assist in preparing an exhibit on their study of the weather, make and properly locate a rain gauge, keep daily and seasonal precipitation records, and make other observations on the weather. Each 4-H member then writes a story on what he has learned from his study of the weather.

Idea Spreading

From this start, the project has spread to 10 Iowa counties. All are counties served by area extension agronomists. These staff members will be able to obtain further information and ideas on how the project may be taught most effectively to 4-H members.

Yes, this will continue as a regular 4-H project in Iowa. And additional projects that teach the basic sciences will follow.

FAMILY LIVING

EXTENSION SERVICE Review

SEPTEMBER 195

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. 30 September 1959 No. 9

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

Division Director: *Elmer B. Winner*

Editor: *Edward H. Roche*

Editorial Assistant: *Doris A. Walter*

In This Issue

EAR TO THE GROUND

Did you ever sit in front of a fireplace and daydream? If you let your thoughts drift, you can see your dreams reflected by the fire's glow. Perhaps you dream of something material, like a new car, or a trip to faraway lands. Or maybe, like the family on this month's cover, you see reflections of your goals in life—a happy home, a good community, and a strong, free nation.

Our cover illustrates the goal of the Family Living program—"development of family units that give their members a high degree of stability and emotional security, and of citizens who are conscious of their obligation to community and nation."

While planning this issue, one thought kept coming to mind—this Family Living program represents a compass or direction finder for home economics extension workers. This isn't like a ship's compass, however, in which you head in a single direction. This compass has 11 points, illustrated in various articles in this issue and summarized on the back cover. And the successful skippers of this program will have to aim at all points needed in their counties. These will direct county home economists toward the goal of all extension workers—better family living.

Everything we do in Extension contributes to this goal. When we help boost production efficiency, we help the farm family to increase net income—to gain more money to buy the things that contribute to a higher living standard.

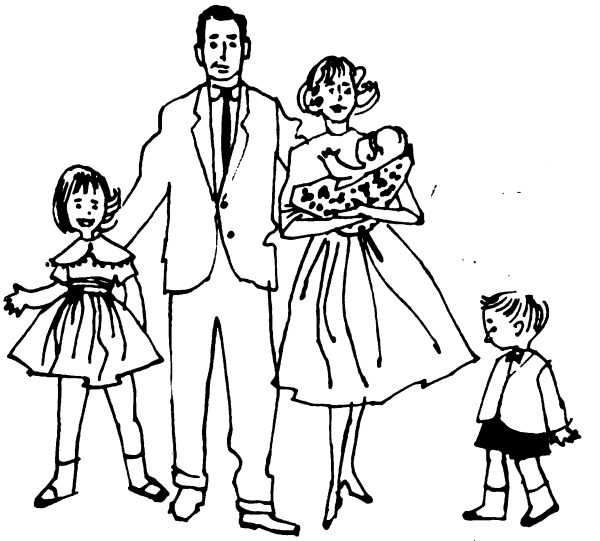
We have the same objective in teaching farm and home management. By managing their resources wisely, families can attain goals that will lead to fuller, more satisfying living.

The same thing is true in every program area—marketing, leadership development, youth development, natural resource conservation, community improvement, and public affairs. Each contributes to better family living.

Next month: Community Improvement and Resource Development will be the theme of the October issue. It will open with an article discussing objectives in this area and relating it to other areas of the Scope Report. Another article will tell about community structure—how community boundaries are defined. Others will give examples of community groups identifying and solving problems affecting their welfare.—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. The printing of this publication has been approved by 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.



EDUCATION for BETTER LIVING

by ELIZABETH GRADDY, *Home Economics Leader, New Jersey*

With Extension's focus on increasing the well-being of people, every educational adventure which we offer can contribute to the accomplishment of our goal of Education for Better Living.

Even in this Satellite Age, the family holds its place as the basic unit of society. The family provides the environment in which its members either find or fail to find opportunities to make the most possible growth and development.

Extension's Family Living program is built on a foundation designed to bring to families certain facts, knowledge, experience, and understanding. We can help families create a home environment that will nourish each family member's well-being and show how each can share the tasks of maintaining a satisfying home.

Weighing Goals

All individuals and families have goals they would like to reach. Each family sets its own goals, determined by certain values. We know that there are basic principles that help to create a satisfying home as well as a congenial relationship among family members and within the community.

It's part of our job to help families find their way through the bewildering array of choices which face them. We can show them how to take stock of their resources of time, money, energies, and abilities. And we can teach them where to look for information that meets their needs and contributes to individual and family satisfaction.

Effect of Trends

Today's world is rapidly altering family living patterns because of the many social and economic forces at work.

We who are close to agriculture know that most families have gone through a really fundamental change. Most are now consumers rather than producers. They live in a money economy. The family's greater dependence on others for goods and services has drawn many homemakers out of the home and back to a job.

In this age of abundance, the money worries of families are still vital. Families have to make one shift after another to fit into new patterns caused by outside forces of inflation and variable employment. Extension workers are in a unique position to help families make intelligent decisions for the best use of human and material resources.

The rapid advances of technology have brought many changes in the tasks of maintaining the home. Mechanical aids have reduced drudgery. Supplies and equipment are not the same as we used even a few years ago.

Caring for children, planning, buying food and supplies, and operating mechanical devices are all part of maintaining a home and living together as a family. The division of labor among family members today often breaks sharply from the traditional pattern of "woman's work" or "man's work."

Extension programs for both youth and adults provide opportunities for family members to attain a high level of competence in homemaking skills.

Changing Family Problems

Another major opportunity lies in the growing awareness of the need to achieve satisfying social and personal relationships within the family.

Marriage frequently comes at an early age and there are more children in most families. Also, there is a lengthening marriage span. These developments provide us with still another opportunity—to make available to families knowledge resulting from the many studies being made in human development and human relations. At the same time we can provide interpretations that will permit family members to use this information in their daily lives.

Families look to us for help as familiar schedules of family living are disturbed. Split school sessions, night or shift work for one or more members of the family, and frequent

(See Education, page 199)

Compass for the Future

by EUNICE HEYWOOD, *Federal Extension Service*

THE aim of Extension educational programs in family living is to give families the knowledge, experience, and understanding that will enable them to adjust to an ever-changing world at ever-rising levels of living. The modern role of home economics extension workers is to help people identify and develop competencies that will be effective in improved personal, family, and community living regardless of the particular circumstances of the individual or family.

Present emphasis in the various areas of home demonstration work indicates that adjustments in both content and method are constantly being made to meet requests of people for assistance with the more complex problems of modern day living. The program is based upon the recognition of the family as the basic unit in our society and the one that is largely responsible for determining the physical, social, and cultural development of individuals.

Broadening Field

Home economists who provide leadership in family living programs are concerned with such fundamental human needs as adequate and satisfying food, clothing, housing, and human relationships provided within the family circle. They are equally concerned with the affairs of the larger community that influence the character and quality of family living.

Home economics as a professional field is concerned with the application of the principles from many basic disciplines to the welfare of the family. Its purpose is to synthesize knowledge drawn from its own research, the physical, biological, and social sciences, and the arts, and to help people to apply this knowledge toward the enrichment of individual, family, and community living.

Since the roots of home economics spring from many educational disciplines the non-home economist is occasionally confused over the apparent overlapping with other professional fields. This is not unique to home economics. In the field of agronomy, for instance, the professional worker draws from the basic disciplines of chemistry, physics, biology, ecology, geology, botany, genetics, plant physiology and pathology, bacteriology, and economics. Similar examples may be found in engineering, medicine, and many other fields. The role of the home economist, like these other professional workers, is to bring the contributions of various disciplines to bear upon a particular area of concern.

Expanding Interest

Although the welfare of families is of general concern to all extension workers, the family living program is more specifically directed toward assisting families to cope with the many interrelated factors that affect families and family members in their efforts to improve the quality of living in the home and in the community.

Early family-centered extension programs were concerned primarily with aiding the homemaker to improve her skills in food preparation and conservation, clothing, and home management. With rising incomes, technological advances and changing community patterns, coupled with higher education resulting in changes in family values and goals, the family living program has taken on new dimensions in breadth and depth.

In the words of Dr. Alfred L. Baldwin of the New York College of Home Economics at Cornell: ". . . homemaking has become more and more intellectually demanding. Modern technology has made light biscuits and clean corners easier to achieve but has faced the homemaker with much larger problems of economics planning and coordination of human relations. The effective operation of a home in modern society demands at least as much time, money, intelligence, and achievement drive as the operation of a small business; in fact it involves many of the same activities."

New Directions

A look at some of the more recent extension programs indicates the expanding interests of families as they attempt to cope with a rapidly changing world.

Family Economics — Programs on management of family resources, use of credit, and family business procedures are aiding families to clarify their needs and values in relation to their resources.

Home Management — Emphasis is given to the importance of decisions regarding the management of income, time, energy, and ability and the relation of those decisions to the satisfaction of family goals.

Buying — Programs aid families, faced with a variety of goods and services, select those which will yield the most value for money spent.

Human Relations—Programs help develop understanding of the growth and development of personality from childhood through life, and the importance of healthy interpersonal relationships within the home and the community.

Foods and Nutrition—The focus

(See New Directions, page 196)

ARE YOU READY?

Editor's Note: We asked the president, president-elect, and regional councilors of the National Home Demonstration Agents Association to give us their views on the future role and responsibilities of the county home economist. This article is a composite of comments from President Velma B. Johnson; President-Elect Irby Barrett; Mary W. Donnini, Eastern; Alfretta E. Dickinson, Central; Dawn N. Duncan, Southern; and Edna H. Weigen, Western Region.

CHANGE — change — change! Many people can't keep up with the changes taking place today. And in no area is change more important than the area of family living.

Any estimate of the future underscores the responsibility of the family to develop basic personal characteristics essential to successful living. Extension home economists are alert to changes affecting the home and family living and are gearing their programs toward families rather than women.

New Duties

The forces that have brought change have at the same time brought similarities in family desires and living standards. Mobility of population has erased communal lines and rural areas have become suburbia. A need has arisen for acceptance and understanding between the rural and urban population in these areas. These and other changes have placed the county home economist in a new role and have opened new areas of responsibility and opportunity.

How can the county home economist equip herself for this new role? She can explore new avenues—avenues that will direct her to broader problems, new audiences, different methods, and additional resources.

Homemakers' groups will continue to serve as a nucleus for an expanding family living program. These groups provide a media for training leaders, developing community goals, and motivating other activities. The county home economist must develop a program in which well-defined group action is balanced with efforts through mass media. Both have a place in reaching the audiences she must serve.

Methods must be sought to serve such special audiences as the beginning homemaker, the working wife and mother, the young parent, and the elderly or retired person. Workshops, clinics, seminars, discussion and demonstration groups are among the avenues the home economist can explore to find the best way to meet special needs of these audiences.

The expanding family living area demands adjustments in methodology. The county home economist will help to establish standards for selection of leaders to assist with the broadening program. And these leaders may require new kinds of training and materials for the job.

Recognition and coordination of resources outside Extension will provide the county home economist with invaluable aids in meeting her growing responsibilities and working on broader community problems.

One agent found new needs for her services when the public health nurse requested assistance on low-cost diets and the welfare department asked her to serve on a committee studying problems of the aging. We should explore the needs and activities of agencies such as these, to provide an integrated program and be of greatest service to families.

Acquiring new methods and techniques to deal with broader problems will, of course, mean continuous self-improvement. This may involve graduate study, in-service training, regional summer schools, visits to neighboring counties or States, specific help from State specialists, surveys related to family living, TV, radio, books, and professional periodicals.

The county worker following a carefully planned self-improvement program can apply this knowledge in her work with families. Visits to nearby counties and States, for example, are good opportunities to see workable methods.

Agents will need great depth and breadth of knowledge to develop programs designed for today's living. They will constantly reexamine the quality of program content, methods of program determination, implementation, and evaluation. Then they will establish priorities for program emphasis.

Changing conditions make the home economist's job more complicated and demanding every day. Four years of training in home economics are not enough. It takes continuing, up-to-date preparation and study to keep pace with these demands. Only then can the county home economist render the kind of service worthy of her profession and the families she serves.

Association Aims

The program of the National Home Demonstration Agents Association is planned to encourage and assist agents to continue their professional training. A major objective is to strengthen and improve the professional standards of its members.

The association strives to do this in many ways. It sponsors fellowships for travel or study and gives recognition to agents who have demonstrated professional competencies. It encourages all agents to take advantage of every opportunity for professional improvement.

Annual association meetings give agents information, inspiration, and aspiration—information on new programs and methods, inspiration from meeting fellow workers from other States, and aspiration to fully realize the potential of their chosen profession.

Perhaps the greatest avenue open to the county home economist in preparing for the future is the challenge to find information and security in learning and applying new techniques of working with people. If tried with boldness and imagination, new opportunities can result for both worker and those with whom she works. And each will know the satisfaction of growth and accomplishment.

KNOWING WHERE THE MONEY GOES

by MRS. EMILY H. QUINN,
Pima County Home Agent, Arizona

How much does credit really cost? How can money be safely invested? These questions led to development of three areas of "Family Spending" in the homemaker program of Pima County.

They resulted in 41 meetings for homemakers, a Farm Bureau program, and a panel discussion open to the public. Total attendance was 619 enthusiastic adults wanting to know more about family spending.

During the homemakers' program planning, it was requested that phases of family spending be developed. Homemakers wanted to know about use of credit, planning for financial security, and planning for retirement.

Lesson Purposes

Two project lessons were developed —Family Credit and Planning Family Security. The purposes were:

1. To show that financial security is the result of long-range planning and family preparation.
2. To encourage good management of personal finances.
3. To point out that attitudes toward money are acquired through experience in the home and the need to train family members in money management.
4. To promote interest in developing balanced, profitable savings.
5. To attain peace of mind through management of finances.

The credit lesson included an explanation of the basic economic system, the homemaker's role in buymanship, and a review of the management process. Discussion centered around wise limits to credit, how long should be taken to pay off loans and accounts, opening a credit account, when credit should be used, and computing interest on an account.

The women added to the lesson's value by contributing their experiences with credit. Many expressed appreciation for the lesson, making such comments as, "This is what we have been waiting for," and "We should have brought our husbands."

One homemaker asked the home agent to present this lesson at a Farm Bureau meeting. The group was very responsive to the computation of the cost of credit. Two men expressed disagreement in the beginning, but after following the formula through, acknowledged the hidden cost of credit.

The lesson on family security included: benefits of a long range plan, good management in planning realistically, steps to financial security, principles of saving and comparison of types of savings, and planning for retirement income.

It was interesting to note areas of interest among age groups. For example, younger members wanted information on savings and family protection, older members on social security and retirement.

In preparing the lesson, it was realized that the agents would be unable to answer all individual questions on security. So we proposed that a panel of professional people answer technical questions, and that the public be invited to attend.

Outside Resources

Plans for the meeting were developed with the assistance of Mrs. Grace Ryan, home management specialist. Assistant Extension Director Howard R. Baker advised on emphasis and outline of the program and served as moderator. Panel members represented these areas: wills, stocks and bonds, titles and contracts, family insurance, social security, and trusts.

The panel outline allowed a 2-minute introductory presentation by each member. Then the moderator conducted a question period for the audience. Answers given by the panel members to technical questions would have cost several hundred dollars in professional counseling service.

Individual accomplishment reports from the homemakers showed 311 instances of the usefulness of the credit lesson. These were: how to compute interest charges, determining the cost of credit and financing, wise use of credit, savings in purchasing by cash, and establishing and keeping good credit.

Members reported using the method of computing interest charges in 46 instances. The prospective purchases included automobiles, furniture and equipment, radio equipment, movie projector, motorcycle, books, piano, clothing, and carpeting. They reported the lessons had saved them $1,400.

Other benefits were obtained in these areas: possibilities in a savings program, comparison of investments, realizing the need for saving for later years, making plans for retirement, the family's awareness of their financial situation, better family planning, better understanding of family security, and peace of mind.

Future evaluation will attempt to measure further use of the information, as well as the sharing of information with others in the community.

Family Economics – Help families develop ability to make wise decisions in the management of their financial resources, including the use of credit and other family business procedures, to achieve the highest level of living consistent with their needs, values, and goals.

"Washing Out" Laundry Problems

by LUCILE KETCHUM, *Home Management Specialist, Michigan*

Some equipment used during home laundry clinics is shown by Agricultural Engineer Don Brown and Home Management Specialists Lucile Ketchum and Coral Morris.

QUESTIONS, questions, questions! Today's homemaker has many questions about doing the family wash.

It's more than just getting the washing done. For example, investment in equipment really hits the family pocketbook.

Beyond the original investment, the homemaker wonders about adequate home wiring to handle the new appliances. She wonders about water—hot water, total supply, and hardness.

> ***Home Management***–Help families develop an understanding of the increasing complexity of family living and how to apply the principles of management and work simplification to the use of family resources.

She has questions about handling new fabrics and about choosing detergents and "laundry cosmetics." She may have questions about planning a home laundry center.

In Michigan, homemakers have been taking these questions to home laundry clinics where they can "wash them out." These clinics originated in 1956 when Michigan State University and the Michigan Committee on Rural Electrification started a cooperative educational project.

Specialists in home management and agricultural engineering represented the University. We invited all manufacturers whose equipment is sold in Michigan to a planning meeting. Many responded and all offered support for the project.

Laundry clinics are open to all interested persons, but training is planned primarily for county extension staffs and group leaders. County staffs decide how much publicity to give the clinics on the basis of meeting space available.

Eight clinics were held in 1956-57 and ten in 1957-58. Meeting places were selected so that extension staffs and local leaders from all Michigan counties could attend.

Clinic Program

A typical morning program included discussion and demonstration on buying automatic washers and dryers, by home management specialists. The wiring, lighting and waste water disposal angle was given by agricultural engineering specialists. Quality Water was discussed by a technical director from a water softening equipment company, an engineer from a utility company, and a home economist from a chemical company.

In the afternoon, detergents, bleaches, and packaged conditioners were explained by home economists from detergent and packaged conditioner manufacturers. Then home management specialists discussed use of the automatic washer and dryer. To wrap up the program, a panel answered questions from the audience.

Manufacturers' representatives exhibited laundry equipment before each meeting started, at noon, and after the formal session closed. They followed exhibit rules established by the American Home Laundry Manufacturers Association. These eliminate booth decoration and specify a standard size sign.

Exhibit attendants refrained from a sales approach, but answered questions and demonstrated appliances. Local power suppliers provided electric service for operation of motors, but not heating elements.

Many individuals shared the responsibilities for organizing and conducting the home laundry clinics. County staffs were responsible for local arrangements. State specialists were responsible for subject matter, either through preparation and presentation or recommending a qualified person to do the job.

Extension staff members carried through each series of meetings. Other program participants varied according to local professional people and company representatives available.

Utility companies underwrote printed educational material, which was prepared by home management specialists with consultation of home economists from two companies. The home service staff of a utility company prepared an exhibit of laundered clothing and household linens to demonstrate results of various laundry practices. Agricultural engineering specialists prepared mimeographed handouts on wiring and waste disposal.

Laundry clinics are a fresh approach to extension teaching in Michigan. Are results worth the time and effort? Those who planned the project think so.

Purchase of laundry appliances is a major investment for many families. It is important for them to have information to help them evaluate equipment before they buy. It is no less important to understand how adequate wiring, suitable water supply, and waste disposal are related to choice of appliances.

Many people who attended the meetings were not in the market for new equipment. They came to learn good techniques for doing the laun-

(See Washing Out, page 198)

Taking a Look at Family Living

by MRS. MARY W. DONNINI, *Cumberland County Home Demonstration Agent, and* MRS. SHIRLEY B. HOBBS, *York and Cumberland Counties Assistant Home Demonstration Agent, Maine*

Human Relations - Help families develop understanding of the growth and development of personality from childhood through life, and the importance of healthy interpersonal relationships within the home and community.

MAINE home demonstration agents looked forward to the addition of a family life specialist to the extension home economics staff. That happy day came in June 1957 and by fall of that year, Cumberland County homemakers and their husbands participated in the first family life workshop in the State.

How did we organize for this workshop? What were our purposes? Was it successful? Where are we now? What about future plans? In the two short years since the program began, rapid strides have been made.

How did we organize? Four active, interested young homemakers met with Family Life Specialist John Chantiny and the home demonstration agent to plan the first workshop. A topic questionnaire, sent to the extension membership in the greater Portland area, resulted in more ideas than could possibly be covered in our first meeting.

Dr. Chantiny served as discussion leader of the total group, while each committee member agreed to be a small group discussion leader. The questionnaire mailing list was used again to notify people of the workshop. Husbands were urged to participate.

Program Objectives

1. To introduce interested extension members to the materials and methods used in a family life program.
2. To offer a meaningful and useful program to workshop participants.
3. To interest participants and others in further family study.
4. To use the workshop as a training school for the agent and volunteer leaders.

Was it a success? We say "yes" and comments from participants provided the incentive to schedule a second workshop. One member said, "I feel that we have only begun—and should continue for greater values. The workshop has stimulated my thinking and made me look at myself as a parent."

Discussion topics at the first workshop were: Learning Responsibility, Quarreling in the Family, and Authority and Discipline in the Family. Role-playing and panel discussions were used successfully at the second workshop. Through these means, problems of group members were discussed in an impersonal way to the satisfaction of all.

Where are we now? This year, study groups have been conducted by the assistant home demonstration agent. Agents received special training by the family life specialist to conduct study groups. Groups were organized for mothers of pre-school age children and children in the 6-12 age group.

Reading assignments, check sheets, and questionnaires encouraged group participation. Films were shown to aid in discussion. And the women themselves learned to analyze problems of child training and decide on the course of action.

Many young mothers feel that they alone have all of the child rearing problems. In a study group they not only learn that other parents have the same or similar problems, they learn basic reasons for child behavior. They learn to search for reasons behind child behavior and to examine their own feelings as well as the child's about discipline and punishment.

Maine study group evaluates their family life program.

Comments by some of the women were: "I've learned that mistakes in child rearing are not always final, that they can be undone to some degree."

"Getting together with other mothers and talking it out was wonderful."

"I feel that I have gained a great deal of valuable information from this discussion group. I know that my attitude toward my children, when problems arise, has changed."

Future Plans

Study groups will continue to be a part of the 1960 programs. Lay leaders will be trained to offer a one-meeting program, aimed at older folks, entitled, Live and Learn.

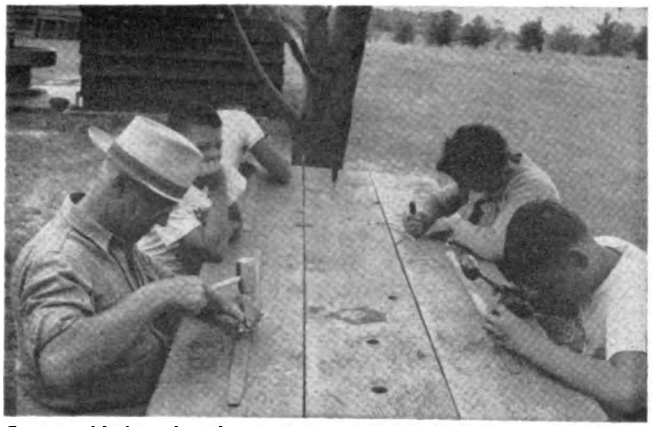
A three-meeting package deal, A Child's Guide To A Parent's Mind will also be used where there is interest and a need. Basis of discussion for this program is provided by slides and a recorded narrative. This has been particularly successful when used with either small or large groups of mixed ages. It's also a good introduction to a more concentrated program on family life.

We are hopeful, during the coming year, of reaching more people with the program and will attempt to develop leadership so that more leaders will capably handle discussion.

People realize, after participating in a program of this type, that there are no pat answers to their many problems. Instead they are encouraged to think through possible or probable solutions.

Camping Knits the Family Together

by MRS. MARGUERITTE BRIGGS LYNCH, *Child Development and Parent Education Specialist, and* E. H. REGNIER, *Extension Recreationist, Illinois*



Camp, with its relaxed atmosphere, creates many opportunities for families to share activities and interests.

To family life and recreation specialists in Illinois, family camps are just as important, natural, and rewarding as camps for 4-H, homemakers, rural youth, or anyone else.

Because of this philosophy, family camping started during the summer of 1952. Fourteen families (27 adults and 31 children) camped for four days at 4-H Memorial Camp, Monticello, Ill. Now four family camps are scheduled from mid-July through August in different areas of the State.

Campers, working with specialists, plan their own programs. On the last day of camp, campers choose five or more families for a continuation committee. These committeemen meet in early spring to decide objectives, theme, and resource people for the coming camp program.

Family camps are scheduled at the 4-H Club camp sites. We have been able to develop the high ideals advocated by 4-H'ers and proceed in a less formal and more relaxed fashion.

Camping Recipe

Through the years we have learned that a family camp should be 5 to 7 days in length with approximately 100 people in attendance. Half of the families should be newcomers and the rest veteran campers. A spread in the age range of children tends to make for a better camp. It is important that each family has its own cabin or tent home for the week.

A flexible day-by-day schedule is planned with the campers assuming much responsibility for instruction and leadership. The program provides for individual, family group, and camp community experiences.

Each morning is spent in age group activities such as swimming, family life education, crafts, dramatics, and nature lore. Meal times, flag ceremonies and evensong are times for neighbor or community gatherings. Afternoons are free for the family to take part as a group in play, hobby, or other recreation experiences.

All campers have a voice in determining what is to be done in the next year's camp. Near the end of the camping period each family is asked to evaluate the camp and to make suggestions.

Responses to family camping have a wide range:

"Simplicity of living, informal clothing, no 'canned entertainment;' a planned nursery where little ones are happy; a parent discussion where we feel free to talk over problems and situations."

"Family camp offers time for needed fellowship. It gives the children a chance to play with mom and dad—when mother doesn't have to hurry to get lunch and wash dishes, or dad doesn't have to hurry back to work."

"So many good things pull our families in different directions. Family camp knits the family a little closer. Camping was one of my happiest childhood experiences, but there was no one at home who shared it with me and as we all know pleasure doubles when shared."

"If occasionally you think that your children are giving you a hard time, at camp you find that other people's children are not so different from your own. You have the opportunity to trade experiences with other parents and specialists in family life, and you come home with a new feeling of confidence in the future."

As family life and recreation specialists, we have opportunity to see the program grow and develop in positive values. A few of the more significant we believe are:

- Parents have grown in understanding and affection for their children and spouse. Good family relationships of some of the families have "rubbed off" on others.
- A number of families have returned to their own communities to assume more responsibility in church, school, and club programs.
- We are aware of social development in children who attend camp. They become more friendly and responsive to both adults and children outside their own families.
- Children, following their parents' example, have asked for children's discussion groups to talk over the subject "how to understand ourselves and our parents."
- Goals and values have shifted for many of the families that have participated in family camp through the years—less emphasis on status and financial gains and more focus on the spiritual, aesthetic, recreational, and other nonmaterial values of our culture.

From the standpoint of extension specialists on the job, we see the family camping project as an opportunity to cooperate with other exten-

(See Family Camps, page 199)

Teaching Know-How in Buying

by MRS. JUNE BROWN, *Home Furnishings Specialist, Iowa*

Mrs. June Brown, home furnishings specialist, tells the TV audience how to fit slipcovers.

An expanding home economics extension program with ways needed to reach families of all income levels and of many problems and interests—this goal leaves all of us wishing for more time, more energy, and more know-how.

Two years ago a project in home furnishings consumer education was planned with the help of our home economics editors in press, publications, radio, and TV. We realized that it was possible, with careful timing and scheduling, to further county program teaching by using these large media outlets. The home furnishings "Buymanship Television and Radio Series" in Cedar Rapids was one result of our planning.

County workers in the Cedar Rapids television area (approximately 25 counties) had indicated a growing interest in consumer education in home furnishings. This was the take-off point.

We planned 8 months ahead so county home economists could integrate the series with local programming, and encourage formal and informal listening groups. Some used this method in place of meetings.

Cementing Relations

Was it possible, we asked, to develop a closer working relationship among State specialists, county extension home economists, local retail merchants, radio and TV outlets, and local newspapers to serve the families of that area of Iowa? It was worth a try.

TV and radio arrangements were made, posters developed so county home economists could contact local merchants, and news stories prepared to show how the local retailer serves the public with good consumer information in home furnishings. A series of leaflets was given to local merchants and discussed over radio and TV. All during this series, the attention of homemakers and their families was directed to their local county extension office and the help it offered, including the leaflets.

> *Buying*–Help families faced with a complexity of goods and services, select those which will yield the most value for money spent.

County home economists, with the bright-colored, professional posters which their women had helped make, found merchants not only pleased with the contact and the posters, but interested in the buymanship leaflets for their own staffs. There was a new awakening of partnership interest in serving the public.

Twice a week for 5 weeks and more, I traveled 100 miles to present the radio and TV series concurrently. It was worth this distance. By using props from local stores I established good relationships with these merchants. The TV and radio stations felt I had a personal interest in them.

Since then the TV station has purchased a video tape recording machine which will give extension specialists added opportunity to work with them. The combined radio-TV set-up reached a far larger total audience than a separate radio series or TV series has done. The volume of letters received is one indication of this.

The series had a stronger pulling power than any single home furnishing program. Persons enroute to California on vacation trips said they made a point to tune in as long as they could get the station. As the series continued, correspondence increased. Many wrote they had missed the first part but would follow the series from now on. A single program would have missed many of these homemakers.

Plans are already settled for a similar "live" series on the Sioux City station this coming year. We hope it will move around the State as others have. Previously a series on this subject was presented on our own university station, WOI-TV.

Yes, mass media and involvement of local merchants has made many more Iowa women aware of extension's services. County evaluations of the series have shown us many more women that Extension can help. Many requests for more information are from people who have not had extension contacts before, perhaps cannot attend meetings, yet have specific needs.

They are interested people. And we need to know and serve them as well as have them know us and what Extension has to offer. This can be done by checking our own resources and using them to advantage.

Teaching Nutrition to Hard-to-Reach Families

Foods and Nutrition – Help families to understand good nutrition and its importance to health, to combat dietary fads and fallacies, and to focus on areas where poor nutrition exists such as teenagers and the overweight.

by **ROBERT CHESNUTT**, *Extension Editor, Alabama*

How can we reach out—beyond organized club groups—with this important information? That is a question faced by many home demonstration agents in organizing an educational program.

It's the same one that faced Chambers County Home Demonstration Agent Exa Till in the spring of 1956 when she discovered that many children from comfortable, working class homes actually were undernourished. During a routine check at a 4-H meeting, she learned that only one girl present had milk for breakfast. This made her wonder if entire families were not eating properly.

About this same time, officials of a local textile mill became concerned about the food habits of their employees. One of several textile mills in the Chattahootchee River Valley, the company employs many area residents.

Affecting Efficiency

The management noticed that workers were losing many days' work due to colds and other illnesses attributed to nutritional causes. And operation efficiency was low because of the lack of energy among employees. Many employees reported to work without breakfast, and the meals they ate later did not compensate for the food they had missed earlier in the day.

Home Agent Till contacted the mill officials to discuss ways of raising the nutritional level of the whole community.

Since most of these people worked and could not be contacted through organized clubs, the home agent and company representatives got together with Consumer Education Specialist Dorothy Overbey. Together they worked out an educational program which would meet their needs.

To learn more about the needs of the people, 4-H members were asked to take home questionnaires and fill them in with the help of their parents. These were signed by the parents and returned.

Survey Results

This survey showed that only 19 percent of the children came from families dependent on farming for their income. The other 81 percent were from families whose incomes came entirely from off-the-farm occupations. Almost half of the 620 children reported that their mothers worked away from home.

Knowing that the usual channels would not be effective in this case, Miss Till felt that a monthly letter would be the best method of reaching a large number of families. She and Miss Overbey could include shopping tips, menu ideas, and recipes in such a letter, emphasizing the importance of a balanced diet.

"After we decided how to approach the problem," the home agent said, "we were faced with the difficulty of obtaining a mailing list that would give us wide coverage. However, we were able to get a list from the utility companies of all people using these services. The letter was mailed to everyone on this list."

Emphasizes Nutrition

Miss Till and Miss Overbey gather and organize the material for the letter each month, the county extension office prints it and takes care of addressing and mailing, and the textile mill furnishes the paper.

The best food buys, including vegetables, fruits, poultry and eggs, and meats, are pointed out each month. Nutritional quality of these foods is emphasized. Often much of the letter is devoted to a particular phase of a well-balanced diet. For instance, one letter was written about the importance of good breakfast habits and ideas for breakfast menus. Recipes are sometimes included for dishes which contribute to attractive, nutritious meals.

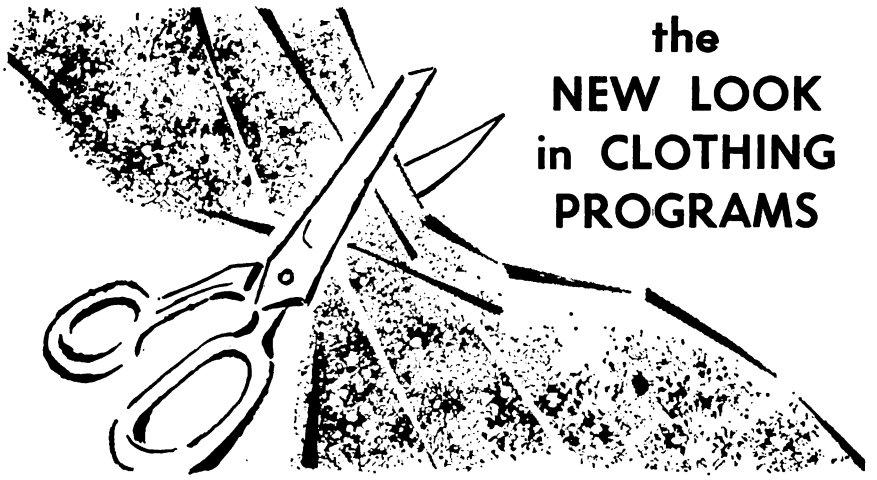
"The letter seems to be very popular," reports the home agent. "One elderly lady tells me that she never goes shopping without it. On several occasions we've had people call to tell us they were moving and ask that the letter be sent to their new address."

Last year when county home demonstration clubs held their annual planning meeting, they asked that copies of the letter be sent to their members each month. Circulation is now about 6,000.

Evaluation Planned

This fall Miss Till, with the help of Miss Overbey and mill officials, will begin an evaluation of results of the program. A questionnaire, to be sent to each person on the mailing list, will help them determine just how far they've come in the project. And they may also learn of other features homemakers wish included in the letter. This will enable them to continue the program in the most helpful and effective way.

Yes, it's a big challenge to extension workers to find ways to contact hard-to-reach groups. Miss Till and her coworkers used a sound approach to this problem—analyze your audience and seek the best channel for reaching them.



the NEW LOOK in CLOTHING PROGRAMS

by **CORA LEE GUTHRIDGE**, *Clothing Specialist, Arkansas*

COMING out party. That is what the clothing specialists had while attending the National Extension Clothing Workshop in Stillwater, Oklahoma in April.

We hadn't been Rip Van Winkles and slumbered through the years. But at the workshop we were alerted to technological changes that affect each of us personally and the extension clothing programs. Now we are in the midst of extensive and maybe seemingly radical changes in extension clothing programs. Principles or techniques of clothing construction are only part of today's program.

Examining the Program

So, look, if you haven't already, at the extension clothing program. What kind of clothing package are we trying to sell the public? Maybe it is time to change the wrapping on the package, as well as the contents. Regardless of the outward impression the package presents, it must contain something of real value to the purchaser. The same is true of an extension clothing program.

Good clothing programs do not just happen. Clothing specialists throughout the United States made 610 opinion surveys in January. The primary purpose was to give clothing specialists an opportunity to try "listening" as a device toward understanding homemakers. At the same time, the specialists obtained suggestions as to values of homemakers with respect to clothing purchases for themselves and their families. The results of such a survey might well be our cue to program planning.

To attack our clothing problems creatively, we might think of ourselves as sales managers. What do we have that is good and what is selling? What is missing from the line? With slight revisions, we may want to continue selling some of the same things. However, it is important that fresh new ideas be used in selling the same wares.

At the workshop, a great deal of emphasis was placed on using drama tricks, gimmicks, and different approaches in planning and carrying out clothing programs. Don't be afraid to dramatize any line of your wares. Drama tricks such as these may give a new approach—Stitch and Switch, Color Cue Your Clothes, Fabrics Bloom in Spring and Fall, Here's Looking at You—Everyone Else Does, As You Meet the Eye, and New Ways With Cast-a-Ways.

It was called to our attention at the workshop that extension clothing programs are not reaching a varied group of people, especially the men and boys of the family. How about sponsoring a men-only style show?

Young mothers also need help with their clothing problems. Would a series of meetings on clothing for grandmothers or newlyweds be of any value?

"Mothers' glamour bank" might be a good idea since many mothers do without in order to buy a new outfit for Susie. The family saves pennies for everything else, why not for mother to help her look glamorous.

You might like to try "imagineering" or brainstorming (thinking up wild ideas). Later you may engineer these ideas down to practical use in program planning. Imagineering is being used by big business, community groups, families, and individuals to solve problems and gain new ideas.

Clothing – Help families develop good taste in personal appearance and skill in the selection and care of clothing.

Clothing Importance

Appreciation of the significance clothing plays in the lives of people was one of the important goals of the workshop. What is more helpful than a new dress or suit to lift a tired weary ego? To look your best gives a feeling of self assurance.

The well-being of a family is influenced by adequate and attractive clothing. Even though research shows a smaller percent of the total family income is being spent on clothing, this does not necessarily mean that clothing is not important to families. The smaller percent spent for clothing is due largely to the casual method of living.

Even though we are in a period of casual living, millions of dollars are being spent on research in textiles each year. The demanding public is asking for moderately priced clothing that is different, smart looking, and easy to care for.

As a result of these rapid developments, textile confusion and inflammation is often the result. How can we determine what confuses the consumer most? Working closely with managers and clerks in ready-to-wear and fabric departments of local stores can certainly be enlightening regarding consumers' complaints and problems. Serving as a catalyst in the community in formulating educational work with stores, dry cleaners, and others in the clothing business can bring out for discussion many common problems.

(See New Look, page 196)

THE IMPACT OF Clothing

by ARTHUR M. VENER, *Assistant Professor of Social Science, Michigan State University*

Editor's Note: This is a summary of a talk by Dr. Vener at the National Extension Clothing Workshop held April 20-24 in Stillwater, Okla.

HAVE you ever wondered what would happen if some cosmic calamity suddenly rendered every person in the world stark naked? Confusion would prevail.

If you walked into a store, you would not be able to tell the salespersons from the customers. The floorwalker would not be of any help. He wouldn't even have a buttonhole, much less a carnation!

How would you find a policeman unless you saw one directing traffic? And if you entered a restaurant, how would you identify the waitresses?

The above is a psychological gimmick. To some it may seem shocking. For this reason, I have used it on several occasions to break through the screen of habitual daily activities which causes each of us to take for granted important aspects of community living.

As we become socially mature, we tend to relegate an important social function of clothing to the subconscious level. The intended shock of this unconventional approach may serve to raise this function to the level of awareness.

Function of Clothing

Large, complex societies contain numerous individuals who have different social roles or positions. These include policemen, firemen, physicians, waitresses, and clergymen; in short the proverbial butcher, baker, and candlestick maker.

An additional aspect of social life is the existence of clues which help us to determine the positions of persons we come into contact with as well as some of their other social and psychological characteristics. These clues include differences in clothing, speech, deportment, social etiquette, and general interests.

The first of these, clothing, is of crucial importance in our initial appraisal of a person's social standing. Clothing makes it possible for us to place strangers into social categories almost at once. This, in turn, enables us to avoid actions toward him which might prove to be serious social errors.

Beginning with birth, the child undergoes a social conditioning process in which he is instilled with the socially acceptable ways of acting and thinking. Learning to dress properly is a vital element in this process. The child learns early that mommies and little girls wear skirts and dresses, whereas daddies and little boys wear pants.

Teaching children the correct mode of dress is not always an easy task. The child who persists in running outdoors in some state of undress is a source of dismay to his parents. The little boy who throws a tantrum and insists on wearing a pink dress just like his older sister's is another case in point.

Learning the Clues

As in other areas of social life, it is in the family context that the child first learns appropriate modes of attire. Children use their parents and older brothers and sisters as models for their clothing behavior. However, it must be realized that families will vary in their definitions of "proper" attire. What might be considered an adequate wardrobe for a family of modest economic means would be a source of serious psychological deprivation for a family of substantial income.

Later, when the child grows older and spends more time away from home, his school and neighborhood friends play an important part in his choice of wearing apparel. The varied and constantly changing fads among teenagers proves this influence of equals.

Persons will vary in respect to the degree they are consciously aware of the "clue function" of clothing in social life. Women tend to be more aware of this function of clothing than men. A casual analysis of magazine copy will reveal an overwhelming amount of space given over to fashion in women's dress as compared to that of men.

Men who are in occupations which

(See Clothing Impact, page 199)

Citizenship in Action

by **MARJORIE E. LUCE,**
former State Home Demonstration Leader, Vermont

"Let's see a show of hands on how many went to town meeting." All but one hand went up at the home demonstration meeting. "What happened to you, Nellie? You usually go to town meeting."

"Well, I told my seven married children I would stay home and take care of the grandchildren if they would go. I had quite a time, but the young folks all got to town meeting! First time some of them had ever gone, too. I almost never miss going, but I thought it was more important for the young folks."

The above is common at meetings of home demonstration women in Vermont, and a part of their citizenship program.

Emphasize Voting

For many years home demonstration members in Vermont have been helping to get out the vote. Addison County home demonstration groups recently furnished badges, "I Have Voted. Have You?" to all polling points in the county.

In Windham County, home demonstration women in West Dummerston promote a good citizenship prize for sixth grade pupils in all county schools. The young people winning these good citizenship medals amaze local judges with their spirit and community action.

It is natural that the women of Vermont should be interested in good citizenship. Many women have been town officers, particularly members of the school board or town clerks. And our State legislature always includes a number of women.

In Lamoille County several years ago, home demonstration groups started a program to dignify the coming of voting age. In some towns ceremonies were held when all young voters took the Freeman's Oath—the beginning of their voting experience. Certificates printed by the county home demonstration council were given to new voters and naturalized citizens.

Vermont women try to be well informed when they vote. Many meet each February to discuss the important issues which will be voted on at annual town meetings. During the legislative sessions, local representatives and senators are invited to home demonstration meetings to discuss issues, particularly in the areas of health, education, and welfare.

Many local matters dealing with school consolidation, reorganization of probate courts, and tax problems have been discussed at home demonstration meetings recently. This is part of the effort to make our groups sounding boards to disseminate information on matters of general concern.

Local Projects

Schools and libraries receive much attention from home demonstration clubs, both in understanding them and in cleaning, cataloging, and furnishing needed books or equipment. Local buildings and parks have been beautified, road signs erected, and clean up and safety campaigns organized and carried out.

One interesting example of citizenship in action was Orange County's cleanup week. The women asked the town to furnish trucks and drivers one afternoon to pick up rubbish. High school students were enlisted to collect newspapers and magazines. And the garden clubs cooperated by planting, in flowers, the numerals 1609—1959 on the church lawn.

A typical citizenship program suggested by a county home demonstration council reads like this for 1959: juvenile delinquency, celebrating the 350th anniversary of Lake Champlain, study Alaska, understand town meeting topics.

> *Citizenship* – Help families understand the precepts of good citizenship and become aware of their responsibilities in the affairs of the community, State and Nation.

Each county develops its own citizenship program which allows a great deal of thinking, studying, and analyzing of matters to which the women can best give their attention. This, in itself, is educational and helps to focus interest on matters of general concern.

Some counties go far afield in carrying out citizenship responsibilities. Rutland County puts on a county-wide celebration of United Nations Day, with a unique and interesting program each year—cookies from many lands, dolls dressed in typical costumes, and a talk on the current world situation.

Interest in History

This year, because of our Lake Champlain celebration, the clubs have paid particular attention to town histories and to the preservation of documents, implements, quilts, rugs, clothing, and other items of historical interest. Members have helped local museums to find and arrange historic articles.

At the Addison County council meeting in May, more than 100 authentic costumes of the past century were modeled and discussed in a pageant that attracted hundreds.

A citizenship program is appealing and easy to organize. It deals with the everyday problems of living in one's community and State, and gives one a feeling of being an effective and useful member of society.

Because of the emphasis on dealing with changing situations, citizenship is one of the best programs to help folks think and then act effectively. Our Vermont women have done that many times in many ways —and communities all over the State are better for it.

Discussing ways of encouraging good citizenship are the author (left) and members of Wellford Home Demonstration Club.

Our Approach to Citizenship

by MRS. CAMMIE F. CLAGETT, *Spartanburg County Negro Home Demonstration Agent, South Carolina*

IN South Carolina and in Spartanburg County in particular, we have for the past 5 years conducted a program of teaching better citizenship to families. We feel that the program which we have developed is a good approach to proper citizenship.

This belief is backed up by a recent article in a national magazine. The article says that the family is a unique character-building institution. No other arrangement can take the place of the family unit, because it gets there first, has continuity, and works by love—three important advantages in developing responsibility and consideration in future citizens.

Family Trends

The Spartanburg County citizenship program was started because of the following seven trends.

Increasing number of homemakers employed outside the home. It is an indisputable fact that when mothers work away from home, children may be neglected. This not only affects the health of the child, but also creates conduct problems. Many homemakers have become too conscious of acquiring material things rather than developing a code of principles by which to rear their families. E. J. Kiefer of the New York Courier says, "Children cannot be made good by making them happy, but they can be made happy by making them good." Women who are employed outside the home are more difficult to reach through home demonstration club meetings, so we try to reach them through mass media.

Below par educational standards. Although the educational level of our citizens has been improved through schools, television, radio, transportation, and personal contact, the extension worker finds a great deal yet to be desired. To bridge this gap, the agent must improve herself professionally as well as change her methods of teaching. To be successful, she must enlist competent community leadership.

Merging rural and urban areas. Feelings of maladjustment and insecurity have developed among some rural families as a result of the above trend. The extension worker has the task of instilling into others a confidence to better themselves so that they may acquire a feeling of belonging to society.

Increasing number of family units. The extension worker finds that there are more and larger families to reach —families without adequate incomes, training, and skills to meet their individual problems. Plans must be made with these families for social adjustments and more economic security.

Increased life span. Longer life expectancy of elder citizens, along with more leisure time, has resulted in poor housing, health, and nutrition; insufficient income; and inadequate opportunities for recreation. The extension worker's responsibility is to acquaint these senior citizens with special interest groups, agencies, organizations, activities, and management which will tend to give them a happier and more abundant life.

Increasing interest in community improvement and public affairs. The extension agent must assist families by teaching them to study, analyze, and appraise information on all levels; to participate in civic affairs; to acquaint them with their rights, privileges, and responsibilities; and create within families the spirit of competition and rivalry in community development.

Broadening interests. We must cooperate with local people, public agencies, special organizations, and interest groups in an attempt to strengthen the extension program and to utilize all available resources.

Club Participation

In South Carolina there is a citizenship chairman in every organized home demonstration and 4-H club. It is his or her duty to encourage each member to participate in civic affairs. Each club or community chairman reports findings and progress to the county citizenship chairman, who makes her report at the biannual county council meetings.

An annual "Better Conduct Campaign" is launched in each of the 33 counties where Negro home demonstration agents are located. Placards are distributed and displayed in every place that promotes public gatherings. This campaign has been

(See Our Approach, page 198)

Housing to Fit Family Needs

by DORIS A. WALTER, *Federal Extension Service*

Housing – Help families understand the basic principles involved in planning new or remodeled homes, and to select furnishings and equipment which meet family needs for comfort, convenience, and utility.

Across the country, Extension is stepping up its efforts to help families plan new or remodeled homes. The desire for more convenient, sanitary, and gracious living motivates families to improve their housing.

Convenience, work simplification, and safety are all key points in extension housing programs. From basic building plans to furnishings, equipment, and landscaping, specialists and agents are helping families with their housing problems.

Well-arranged house plans must take into account wise use of money, time, and energy. Work centers and "traffic lanes" are a challenge to families planning homes.

Teamwork of the rural architecture and home management specialists, H. E. Wichers and Arlean Pattison, in Washington State has resulted in a balanced approach to housing.

They conduct agent training meetings and workshops for families. Often the team or agents follow up workshop sessions by farm and home visits, considering interior construction, location, and arrangement of both the home and farmstead. Tour leaders point out specific examples and owners add comments about features they particularly like or dislike.

Chelan County, Wash., Home Demonstration Agent Jeanette Goldthorpe reports emphasis on helping families plan convenient, comfortable homes which fit their situations and desires.

Basic principles are taught in workshops for families. Over the years, training sessions with builders and lumbermen have resulted in useful and well-located farm homes.

Objectives of the North Carolina staff are to raise housing standards of rural people and to acquaint agents and families with up-to-date information. W. C. Warrick, agricultural engineer, and Pauline Gordon, housing and home furnishings specialist, came up with a method of carrying out these objectives—demonstration homes.

Specialists help families plan the design, construction, and furnishing of new homes. Families record costs in terms of money, labor, and time.

Later, the families open their homes for public inspection of floor plans, storage, construction, convenience, furnishings, and building costs. These houses, the results of careful planning and close attention to detail, become tools for teaching others.

Probably the kitchen is the most important room to a homemaker. New York home management specialists hold kitchen planning sessions with homemakers across the State. And in "kitchen knowledge sessions," homemakers are shown the importance of planned storage and arrangement of equipment to meet family needs.

New York specialists and agents take special recognition that housing problems vary with the age of the family. For example, growing families need more bedrooms and family activity space, while older ones need to accent the importance of saving energy.

Clinic Treatment

For many families a medical clinic is the answer to their health problems. For Kentucky families the answer to their housing problems is a housing clinic.

Mrs. Gladys Lickert, housing specialist, and J. B. Kelly, agricultural engineer, team up to present basic information on planning new homes and remodeling old ones. Clinics present an opportunity to reach many people with different problems at a convenient time and place.

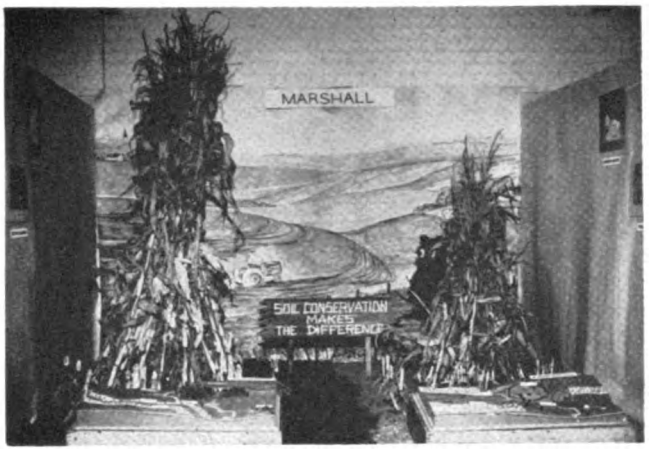
Merits of building materials, from foundation to roof, are emphasized. And families learn the importance of hiring good workmen. Clinic talks also cover heating systems, wiring, and storage.

Workshops, smaller group meetings, individual counseling, and mass media are all used to back up the clinics.

(See Housing to Fit, page 196)

This farm couple planned and built new ranch style home to replace the one at right.

Wagon trains carried farm women on soil conservation tours.



Marshall County women prepared conservation booth for fairs.

Taking Care of Our Heritage

by MRS. GRETA BOWERS, *Marshall County Home Economist, Iowa*

LIFE is good in Marshall County, Iowa. Each year lush fields provide a good standard of living for the families who till them, and so it has been for generations. Good crops, fine cattle, hogs and sheep, along with substantial modern homes, are taken for granted by many families.

When the time came to make plans for the extension program for 1952, it was not strange to hear requests for oven meals, salads, slipcoverings, and such. However, one young mother spoke up: "All these topics are good, but are they real needs? I wonder if perhaps we should learn more about our soil and how to care for it. I'm sure if I knew more about it, I could help my husband make much more intelligent decisions in the management of our farm."

Conservation – Help families understand the importance of the conservation of natural resources to the strength and welfare of the nation.

Planning Goals

It wasn't long until the entire group felt this was something we should have in our program. But how could it be done by women?

Here was a golden opportunity to coordinate work with another federal agency. Howard Oak, Marshall County soil conservationist, was called in to help us plan what should be done. Thus began our 3-year "Land Appreciation" study, and an increasing interest in the conservation of our soil.

When the final program was drafted, Marshall County women had the following four objectives:

- To interest women in good soil practices, for an interested wife can be a good influence in the family planning.
- To inform farm women on good soil practices.
- To stimulate groups of families to do something about good soil management.
- To show the relation between soil building practices and farm income now and later.

The first year, all we hoped to accomplish was to help women become familiar with simple fundamentals of soil conservation. Each township chairman sought three families who were already practicing conservation on their farm and were willing to have a meeting at their homes. Eighteen meetings, one in each township, were set up to reach from 10 to 75 families in each area.

All meetings were informal. First there was a discussion of the importance of intelligent soil management. Colored slides taken on nearby farms were shown, each emphasizing some specific practice or need for a practice, including the gully and the grassed waterway, strip cropping, terraces, contouring, tile being laid, and pasture improvement. Soil technicians explained each practice. The host family spoke briefly of what they had done on their farm and what they hoped to do, and answered questions.

First-Hand View

A tractor-drawn wagon train carried the visitors over the farm, giving the men and women an opportunity to see examples of conservation practices.

Soil maps, prepared by the Soil Conservation Service, pointed up the fact that what one family did affected their neighbors' farms and vice-versa. General interest check sheets were given each family and those people were later contacted about their interest. Between 95 and 100 percent were aware of the need for conservation on their farms.

The first series of meetings created far more interest than we anticipated. Fourteen percent of Iowa farms are owned by women. And

(See Our Heritage, page 198)

Good Health for Happy Living

by MRS. HELEN TURNER, *Federal Extension Service*

SEEING a loved one hurt or ill is an experience most families can do without. In addition to the emotional distress, illness or accident deplete the family resources.

Money needed to care for the patient must be taken from other uses the family may have for it. And more important is the temporary or permanent loss of that family member's skills and abilities.

Maintenance of the health of family members is an essential part of good management for family living.

Those responsible for planning county home demonstration programs long have recognized as an important objective: "To attain the highest possible level of health by all members of the family." County program projection committees invariably include it as a principal long-time goal.

Combined Efforts

Health and safety of family members is protected by the efforts of individual families and by the combined efforts of families on a community basis. Recognizing this, home demonstration committees plan programs that include the individual family's responsibility to provide adequate community health facilities. And they cover such things as the importance of establishing good health practices and habits, both physical and mental; early recognition of symptoms of diseases; safety in the home, on the farm, and on the highway; safe water supply and sewage disposal; home care of the sick; and meeting home emergencies.

Health and safety are stressed throughout the home demonstration program. Examples include nutrition for optimum health, safe food preparation and preservation, adequate clothing, safe housekeeping practices, safety in use of equipment, and insect and pest control.

In the counties, agents rely heavily on public and private health and safety agencies, including county medical societies. These groups furnish materials, sanction, guidance, and often personnel to do teaching.

A variety of methods are used to get information to people. Programs carried by home demonstration clubs are perhaps the most common method, but radio, TV, newspaper columns, brochures, exhibits, and county-wide meetings are used frequently.

Brochures on general health problems were distributed to 800 families in Franklin County, Ala. Home demonstration clubs devoted 2 minutes of each meeting to a discussion of some phase of health.

> *Health and Safety* - Help families protect their health through home and community programs and to develop attitudes and practices that will promote safety in the home, on the farm, and on the highway.

Sometimes a program beamed to the individual family results in community benefit as well. In 1958, 21 Illinois counties included in their home demonstration club program, Blood—a Major Lifesaving Weapon. Fayette County reported that previously the Red Cross Blood quota of 150 pints at each bloodmobile visit had never been reached. During the first visit following the lesson, 262 pints were donated.

In urban Rock Island County, the program resulted in the organization of a blood bank by the county medical society. The home demonstration agent in Jackson County was cited by the county medical society for her help in establishing a "walking blood bank."

The home demonstration program in Saline County, Ark., is only one example of efforts to attain the highest possible level of health. Mrs. Florence Rollans, home demonstration agent, reports that the program planning committee selected health as a major phase of work in 1958.

Miss Helen Robinson, extension health specialist, and the county nurse helped with the planning. Saline was to serve as a demonstration county to reveal what planning and special activities would do to involve and motivate people to carry out a county health program.

Home demonstration topics selected for the year were: Basic Health Needs of a Family, Why Have a Physical Exam, Sanitation Is a Way of Life, Mental Health and Mental Illness, Dangers and Follies of Self Medication, and Safety in the Home.

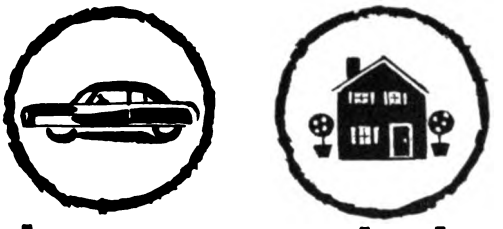
Plans and Results

Other activities decided upon for the year were: attempt to organize a county-wide health council with a cross-representation of the people; a 10-hour home nursing course in cooperation with Civil Defense; a home safety clinic; a county-wide health survey; radio and TV programs.

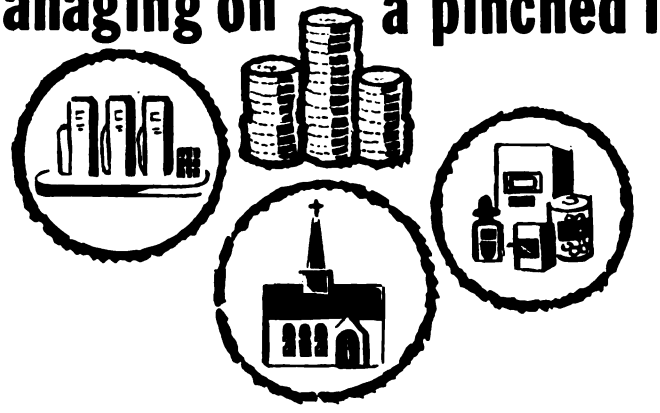
Here are the accomplishments: organization of a county health and safety council, five hours of home nursing course given by the county nurse to club health leaders, county health survey committee appointed with plans made for the survey in 1959, and two TV shows and radio programs carried out.

Saline County did not stop with health emphasis in 1958. Their plans for 1959 included: conducting the planned health survey, two all-day conferences for mothers of children under 12 years old, and an all-day conference for persons over 40. Doctors, dentists, nutritionists, and public health nurses were to be invited.

Home demonstration agents find that health and safety activities help acquaint a broad cross-section of the county with all resources of the extension program. Local leaders find a new and satisfying area of community usefulness. And the community benefits from an informed populace alert to health and safety needs and ready to assume responsibility for meeting them.



managing on a pinched income



by MRS. MAY O. FULTON, *Assistant Home Demonstration Agent—Indian Work, Glades County, Florida*

Problems of Low Income—Help families make wise use of limited resources to meet their immediate needs and to understand the basic adjustments required to improve their long-run situation.

It takes good management to pay for a new house and its upkeep. So money management education is a high priority activity in working with Seminole Indians developing their first housing project at Dania Reservation.

The project is financed and operated with a revolving credit program by the Seminole Tribe of Florida, Inc., with the assistance of additional funds, technical information, and professional service from the Bureau of Indian Affairs. The Seminole Indian Agency supervises the project and extension farm and home agents offer educational assistance.

Working with the first 11 families in the housing program, it was obvious that money management was a prime need. Some families live in small, poorly constructed houses, but many still live in their native chickees, made of poles and palmetto thatched roofs. Only one family lives in a modern home.

In the past, the families have not spent money for utilities (except a few for electricity), household supplies such as mops, cleaners, waxes, or laundry supplies except for soap powder. Only a few used sheets, pillows, pillow cases, curtains, bedspreads, or table cloths. A family's possessions usually consisted of an automobile, sewing machine, clothes, blankets, cast iron utensils, a few dishes, and sometimes a TV set.

When the families have money, they spend it for the first thing that interests them. Few have learned to save for necessities and emergencies.

The above conditions, of course, would be a challenge to any money management education program. We also were faced with language barriers and the group's relatively low educational level.

A meeting was planned to explain and demonstrate money management principles to the 11 families whose home loans had been approved. Arrangements were made by the home agent, the tribal council chairman, the agency credit officer, and the agency superintendent. The council chairman contacted the families and invited both husbands and wives to attend. He also served as interpreter for the program.

The agency superintendent invited a bank representative to attend the meeting and explain checking and savings accounts. Then the credit officer and I studied the families' financial problems, based on their loan applications and personal observations.

Show Where Money Goes

The average weekly income was $55. Average monthly payments would be—house, $45; car, $40; furniture, $5; and utilities, $11. Most families were church members and tithers.

At the meeting, I gave an illustrated talk on "The Family Weekly Pay Check." Play money totalling $55 was divided to show how expenses could be met. The house payment ($11.25) was placed in front of a doll house; the car payment ($10) in front of a toy car; the utility money ($2.75) in front of a toy stove and lamp; the furniture money ($1.25) in front of toy furniture; the tithe ($5.50) in front of a picture of a church; gas and oil money ($3) in front of a service station picture; personal expense money ($2) in front of a collection of a cold drink bottle, tooth paste, razor blades, soap, and movie ticket; household supplies ($1) in front of a mop, broom, matches, detergent, starch, wax, and insecticides; and food money ($18.25) in front of a pile of groceries.

In discussing each item, it was explained that families would have different needs but that all would be limited in buying power by the amount of their income. Each family would have to choose what they would do without in order to get the things they wanted most.

To achieve their goal of a new home and to properly operate and maintain it, each family needed to plan as well as exercise will power to keep from spending for something not in the family plan. One way to

(See Pinched Income, page 198)

NEW LOOK

(Continued from page..188)

What direction will clothing programs take in the future? Let's not lose sight of the fact that a well-rounded clothing program involves the family as a unit.

Managerial ability, which includes management of time, energy, and money, must not be overlooked as an important part of future clothing programs. How much clothing to make and how much to buy varies with individual families. Information on selecting and altering ready-made clothing seems to be gaining in importance, as well as grooming and improving personal appearance.

Clothing is only one part of our extension program. In many areas of family living, it might be possible to work out cooperative projects with other specialists. For example, clothing is closely related to home management, housing, health, and human relations.

In order to plan and carry out a coordinated clothing program, all members of the State and county staffs must work together. We cannot afford to draw a line or build a fence around any clothing program.

Let's listen constantly for clothing ideas. At every opportunity, we should listen to the homemaker, the researcher, as well as industry and fashion. A good listener is not only popular everywhere, but after awhile he learns something.

NEW DIRECTIONS

(Continued from page 180)

today is upon nutrition rather than food preparation. Families are helped to understand good nutrition and its importance to health and to combat dietary fads and fallacies. Special attention is given to areas where poor nutrition now exists such as teenagers, overweight individuals, and low-income families.

Clothing—Programs keep consumers informed, enabling them to make wise choices in a market of great variety and constant changes. Attention is given to individual concerns over personal appearance as they arise at different ages and in different situations.

Housing—In addition to assistance in planning new or remodeled homes, programs place increasing emphasis upon furnishings and equipment for comfort, safety, and convenience.

Citizenship—The program recognizes that community environment, as well as the home, influences the development of family members, and that groups of families must make wise decisions about matters of common concern.

Health and Safety—Family attitudes toward safety in the home, on the farm, and on the highway, and the protection of health through home and community programs continues to be emphasized in family living programs.

Conservation—The importance of the conservation of natural resources to the strength and welfare of the Nation is of growing concern to farm and nonfarm families.

Problems of Low Income—Programs that aid families with limited resources frequently must be tailored to fit the individual family. Home food production and other "live-at-home" programs may ease short-range problems, but more basic adjustments are required to improve the long-run situation.

Although most of the educational resources that support these family living programs come from home economics, competence in additional fields of learning will be needed as the program expands. A well-rounded program to serve the family calls for the active cooperation and support of all extension workers. Through program projection, conditions that inhibit successful family living can be identified. Then the resources of the Extension Service and other agencies and organizations can be directed toward helping families achieve healthy, happy, and productive lives.

Strengthening Families

To paraphrase from the Scope Report, the ultimate goal of the family living program is the development of *family units* that give their members a high degree of stability and emotional security, and of citizens who are conscious of their obligations to community and nation.

As the family living program builds stronger families, it builds stronger communities and a stronger nation. Yet its focus is upon the individual within the family, and its fruits are immediate and satisfying.

HOUSING TO FIT

(Continued from page 188)

Trends and What's New in Household Equipment—that's the theme which Ohio specialists used to present an equipment training program to agents.

Following this general program, specialists work in the counties with home agents to plan assistance programs. Some agents, as a result of help with organization and review of subject matter, carry on their own training meetings. Occasionally specialists conduct local leader training meetings.

Ohio enjoys a continuous exchange of household equipment information among resident, research, and extension staff members. Bulletins, leaflets, visual aids, tape recordings, and actual household equipment (loaned by manufacturers) are available to help specialists and agents put across utility and safety ideas.

House and Grounds

Families are showing increased interest in the outside appearance of their homes and grounds. So landscaping also is part of extension housing work.

In Washington State considerable county work has been done in the area of landscaping or beautification of home grounds. A professor in horticulture instructed both leaders and homemakers through meetings, television, and radio.

Virginia extension workers hold both garden and landscape institutes. Home demonstration groups work not only to beautify their homes and neighborhoods, but whole counties.

Extension helps bring together all the resources which enable farm families to develop homes that meet their needs. New houses will always be built and old ones remodeled. Families must have help in analyzing all phases of housing needs.

The problem of getting the greatest return from time and money invested is an educational one. In the housing area, Extension is helping families better analyze their situations and make more satisfying decisions.

Planning for Retirement

by MILDRED E. NOVOTNY, *Home Management Specialist, California*

FINANCIAL security, health protection, adequate housing, keeping busy—these are prime needs of elderly and retired people. One of Extension's big jobs with this group is helping them to prepare for and adjust to retirement.

In Alameda County, a program planning committee started working with older and retired people through two surveys. The first revealed problems and needs of this group. The second dealt with possible ways of meeting these needs.

Retirement Possibilities

Among resources discovered were golden age clubs, part-time job opportunities, free recreation and continuing education possibilities, and the willingness of the health department to cooperate in an educational program.

For one activity, they arranged for a group visit to a retirement home. There the group was able to talk over common problems and work toward their solution. A significant point was the realization that retirement homes can offer a good way of living.

In Solano County, Home Advisor Olive McCracken often uses a happy retired couple as an example of the benefits of careful and long range planning. The couple has a modest but attractive and comfortable home. Through careful money management, they are able to take occasional trips —a part of their long range plans. These two continue to act as project leaders and willingly share their experiences with others.

These are a few examples of the resources available to extension in working with retirees and those planning for retirement. We can help these people attain a happy retirement by aiding them in meeting four particular needs.

Financial Security: Most families are eligible for social security or company pensions, but the amount received may not provide an adequate retirement income. While still working, wage earners should determine income expected after retirement and then work toward supplementing it.

For those already retired on a small fixed income, a plan for spending continues to be the best aid. Wise buying practices implement this plan.

Programs on organizing family business affairs stress the necessity of estate-planning. This assures distribution of property for the best interest of the heirs, and minimizes estate and inheritance taxes.

Health Protection: Although many retired people are in good physical condition, illness is a major problem of the elderly. A serious illness or extended hospitalization can be a financial catastrophe. We emphasize good nutrition, suitable exercise, immediate care of minor illnesses, and regular check-ups.

Because workers frequently lose health insurance and medical protection when they retire, they need to be alert to new developments in insurance coverage for the elderly. If possible, the retired should retain a reserve as protection against illness and other emergencies.

Adequate Housing: The first choice of older people is to live independently. Most prefer remaining in familiar surroundings, near family and friends, and to continue enjoying customary social and religious activities.

Changes require adjustments for which the elderly need preparation and information. Those who think of moving some distance must consider the effect of separation from friends and family.

Different arrangements in the same locality may mean converting a large home into a multiple dwelling, or moving to a smaller home or apartment. Programs on home safety suggest building features to eliminate hazards and provide for reduced energy, failing eyesight, and other physical changes. Work simplification principles, learned through the years, are particularly important now.

This California retiree discusses the pros and cons of retirement homes with Mrs. Addie Reeves, Alameda County Home Advisor, and a homemaker.

If the choice in housing is a retirement home, it may mean a change in attitudes on the part of the entire family.

Satisfying Interests and Activities: Happiness in retirement is the outgrowth of a useful and enjoyable life. Friends and group associations help take the place of former job satisfactions. A happy retirement also includes hobbies and hand skills that are fun and that may be useful in part-time employment.

By participating in community affairs, retired persons have an opportunity to continue using special abilities of leadership, entertaining, or teaching.

Retirement becomes a shared experience when the husband and wife work together around the house and garden. Days spent in a balance of worthwhile activities and relaxation protect against tensions and bring tranquility into people's lives.

Contentment in later years and on retirement doesn't just happen. It's the result of careful planning and wise living all along the way so that retirement will be a continuation of a good life.

WASHING OUT

(Continued from page 183)

dry. Many questions directed to the panel were concerned with correct use of equipment, wiring, and waste disposal.

In addition to the number reached through the laundry clinics, agents and leaders carried the information to others. Agents prepared lessons related to laundry and used the information for radio, television, newsletters, and news releases. Leaders took information back to their local groups.

Home Laboratory

Just as it is with homemakers, the washing hasn't "stayed done." As home laundry clinics progressed, the idea of a home engineering laboratory developed.

With the cooperation of manufacturers, a laboratory was established on the MSU campus. The latest models of washers and dryers are provided on consignment. Eight to ten different makes are always available in the laboratory for homemakers to use and compare.

During the past year, this home engineering laboratory has been open for monthly laundry clinics conducted by a home management specialist. Homemakers within a radius of 100 miles have taken advantage of these facilities. The laboratory is also used by students and staff, as well as home service representatives of utility companies.

Yes, the family wash raises many questions. Michigan homemakers receive the answers at laundry clinics.

OUR APPROACH

(Continued from page 191)

effective in making people conscious of their behavior.

Ministers cooperate with our campaign by selecting a specific Sunday to preach on citizenship. They try to acquaint their respective congregations with their rights, privileges, and responsibilities to their church, community, State, and Nation.

On national 4-H Sunday, Club members explain the 4-H program as it pertains to good citizenship. In the schools, awards are given for the best composition written by a 4-H'er on, Who Is a Good Citizen.

Adult clubs promote a program which encourages club women to register and vote in municipal, State, and National elections. At our council meeting, the county citizenship chairman requires each member to answer the roll by showing her registration certificate.

As a result of our intensive citizenship program in Spartanburg County, there is a definite increase in home ownership, better housing, and better trained local leaders. We can also see a decrease in illiteracy among youth and adults, a greater number of qualified voters, and a healthier, happier, and more secure people.

OUR HERITAGE

(Continued from page 193)

we found that many widows with land, and young women whose husbands were just starting to farm, wanted to learn more about the soil.

The following year we helped them learn to judge soil and determine what crops were best suited for particular areas.

Four sectional meetings were set up, each having various types of soil. Women who attended worked as teams. Score sheets listed land class factors, such as surface drainage, soil texture, permeability, depth of soil, slope, and erosion. These were discussed; then the women examined the soil profiles and made their choices.

Next they discussed the land capability classes and made their selections. In the third phase, recommended land treatment was discussed. Winning teams were selected at each meeting to compete on the final day, when three top teams were selected. Awards were presented to winners by the Marshall County Soil Conservation District commissioners.

In addition to meetings, we used every other media available. Programs over two TV stations gave our women and soil technicians a chance to create a great deal of interest in the subject as did three radio programs. Four newspapers and two magazines gave accounts of the activity.

During the third year of the program the women were so enthusiastic that they wanted to tell the story to the whole State. So they prepared a soil conservation booth for Iowa State Fair, Central Iowa Fair, and National Dairy Cattle Congress. One side of the scene depicted results of good conservation; the other, effects of poor conservation.

At the time of the first program, 230 families had a definite soil plan. Six years later 900 families were involved in the conservation units. According to Mr. Oak, at least 35 percent of the increase was due to the work done with the women.

One Marshall County homemaker summed up the core of the whole project: "Every resource we have which helps us earn a good living for ourselves and our families is only loaned us for our lifetime. It is necessary, if America is to remain strong, for us to leave those resources in the best condition possible for future generations. Our soil is our most important resource. The lessons which we have learned about our soil have been most valuable in helping us understand our responsibilities."

PINCHED INCOME

(Continued from page 195)

avoid this temptation was to put away the money for the house, car, furniture, and utilities, out of handy reach, until the first of the month.

As I talked, I picked up the money for these items, placed it in front of a miniature bank building, and explained that banks provided such a place.

Then the banker was introduced. He showed a deposit book, deposit slips, and different kinds of checkbooks, explained their use, and invited the families to come to his bank or any neighboring bank and get individual help in opening a checking account. He also encouraged them to open a savings account by putting in $1 each week.

As a result of this meeting, 5 of the 11 families asked for special help on financial problems. A similar type program will be given for each new group of home loan families.

FAMILY CAMPS

(Continued from page 185)

sion and college staff concerned with economics, housing, food and nutrition, farm management, and other subject-matter areas. We have also been pleased with the support we have had from the State library, State health department, and others.

We see camping as an opportunity to observe family living—to put into practice research findings and study the impact of modern living on families.

Editor's Note: *Illinois campers and specialists prepared a guide to help those interested in using established camp facilities for a week or more of organized family camping. Individuals or groups contemplating such a camp should find the publication helpful. Write to the authors for Circular 804.*

EDUCATION

(Continued from page 179)

moves present problems to which families must adjust.

Individuals and families are establishing their values and setting about to achieve their goals of adequate income, comfortable and attractive homes, labor saving equipment, health facilities, education, and future security. We must provide the knowledge basic to intelligent decision-making.

Efficiency in farm production and improved marketing of agricultural products continue to be vital Extension goals. But along with these goes an objective to help families as consumers get better diets, improved health, and greater satisfaction for money spent for family living.

Specialized knowledge from many fields of learning needs to be related and focused on the needs of the family.

Problems of family living cannot be solved without a continuous flow of information obtained by research. We need expanded research in foods and nutrition, clothing and textiles, home furnishings and equipment, housing, home management, family economics, consumer preferences, and human behavior. A special need is a widening of social science studies to put new strength in our ability to work together and with others.

We need more information on how to interpret and disseminate the findings of research so that the people in various cultural, economic, and social groups can make the best possible use of it.

More Leaders Needed

One special problem of mobile families in new communities is being met by making increasing use of lay persons as volunteer leaders for youth and adult extension programs. We are finding ways to help these families establish roots in new communities and discover satisfaction in exercising their special talents and interests.

Opportunities for leadership development are being increased as more lay people participate in program development and execution.

More of Extension's clientele are becoming urbanized. We must give greater emphasis to programs on consumer education, housing and home grounds, community relations, and public affairs.

Extension has long encouraged young people and adults to conserve and use wisely our basic natural resources of soil, water, forests, minerals, and wildlife. We can develop an even wider appreciation of the economic and recreational values of our natural resources and their use for the common good of all people.

Patterns in family living will continue to adjust to impacts of social, economic, technological, and civil forces on the family as a whole and on its individual members. Extension workers, traditionally willing to accept challenges, have many new opportunities to exert leadership in designing programs that will meet needs, solve problems, and promote the growth of the people they serve.

CLOTHING IMPACT

(Continued from page 189)

call for frequent dealings with the public, such as salesmen, cashiers, and business executives, will also be extremely aware of the clues clothing gives. Success in their respective careers necessitates few mistakes in the evaluation of new business acquaintances. Some individuals are so discerning that they can almost always determine the job, social status, and other traits of the stranger.

Finally, all of us during certain periods in our life become keenly aware of clothing. This occurs when we move from one stage of life to another. In the case of women it is centered around the wearing of the first pair of nylons and high heels, the first formal evening dress, the graduation dress, the wedding dress, and the first maternity outfit. For men, it is centered around the wearing of the first long pants, the first dress suit, the first tuxedo, the formal wedding attire, and the buying of the first little dress for his baby girl. Thus, the cycle begins anew.

Throughout our lifetimes, clothing makes a big impact on family and community living.

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 2045 Commercial Production of Tomatoes—*Slight Revision 1959*

F 2137 Insurance Facts for Farmers—*New* (Replaces F 2016)

L 448 Growing Watercress—*New* (Replaces L 134)

G 46 Insects and Diseases of Vegetables in the Home Garden—*Revision 1959*

The following are 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 1437 Swine Production—Discontinued

F 1829 Insects and Diseases of the Pecan and Their Control—Discontinued

F 2079 Farm Methods of Cooling Milk—Discontinued

L 273 Curing Pork Country Style—Distinuod

L 378 A Rounded Corner Hutch for Rabbits—Discontinued

L 413 Lamb Prices—Discontinued

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THE SCOPE OF FAMILY LIVING

Family Economics – Help families develop ability to make wise decisions in the management of their financial resources, including the use of credit and other family business procedures, to achieve the highest level of living consistent with their needs, values, and goals.

Human Relations – Help families develop understanding of the growth and development of personality from childhood through life, and the importance of healthy interpersonal relationships within the home and community.

Housing – Help families understand the basic principles involved in planning new or remodeled homes, and to select furnishings and equipment which meet family needs for comfort, convenience, and utility.

Buying–Help families faced with a complexity of goods and services, select those which will yield the most value for money spent.

Foods and Nutrition – Help families to understand good nutrition and its importance to health, to combat dietary fads and fallacies, and to focus on areas where poor nutrition exists such as teenagers and the overweight.

Citizenship – Help families understand the precepts of good citizenship and become aware of their responsibilities in the affairs of the community, State and Nation.

Conservation – Help families understand the importance of the conservation of natural resources to the strength and welfare of the nation.

Home Management–Help families develop an understanding of the increasing complexity of family living and how to apply the principles of management and work simplification to the use of family resources.

Clothing – Help families develop good taste in personal appearance and skill in the selection and care of clothing.

Health and Safety – Help families protect their health through home and community programs and to develop attitudes and practices that will promote safety in the home, on the farm, and on the highway.

Problems of Low Income– Help families make wise use of limited resources to meet their immediate needs and to understand the basic adjustments required to improve their long-run situation.

EXTENSION SERVICE Review

OCTOBER 1959

COMMUNITY IMPROVEMENT and RESOURCE DEVELOPMENT

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. 30 October 1959 No. 10

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

Division Director: *Elmer B. Winner*
Editor: *Edward H. Roche*
Editorial Assistant: *Doris A. Walter*

In This Issue

EAR TO THE GROUND

I read a story the other day about an old man sitting on his front steps, whittling on a block of wood. A neighbor rushed up and told him about a problem that, to the neighbor, seemed serious. This problem didn't greatly disturb the man on the steps and the neighbor couldn't understand this lack of concern. Finally, the man looked up from his whittling and said, "Well, I've got so many things to worry about now, I probably won't get around to worrying about any new problems for a month or two."

This issue of the Review is about community improvement and resource development — not just worrying about problems — doing something about them. And when people get together to do something about common problems, you get doubled-barreled results—better communities plus better people.

What is a community, anyway? Is it just houses, churches, schools, stores, factories, streets and people? No, it's much more than this. It's a living thing. And just like any living thing, if properly nourished it will bloom and bear fruit: if neglected, it will wither and die.

This reminds me of an abandoned town I drove through one time. A factory had shut down for lack of raw materials, the people stayed for a little while, then moved away. But up the road a few miles is another town, which also once depended on the same raw materials for the principal industry. This town today is thriving, thanks to a tourist industry the local people developed.

What made the difference between these two towns? Both had similar problems as well as similar natural resources, transportation facilities, etc. The difference was in the people. Those in the abandoned town gave up; those in the tourist center did something about their problems.

These things don't just happen. Of course. Somebody has to get people started into action—help them find the resources to solve problems.

And that's where extension workers fit in. They provide the leadership, help communities study their situations, locate and train leaders, pull together outside resources, help obtain information from other organizations, and aid all groups with interests relate to community improvement and resource development.

Next Month: Increasing Efficiency in Marketing, Distribution and Utilization will be featured.—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. The printing of this publication has been approved by 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.

A RESPONSIBILITY and a CHALLENGE

by JOHN E. HUTCHISON, *Director of Extension, Texas*

In our complex society, more and more problems affecting the individual and the family can be resolved only through group action. And the natural focal point for group action in dealing with most public problems is the community.

If Extension is to meet adequately its responsibility of preparing people to deal effectively with their problems, then our educational programs must be more closely geared to the community.

Extension's principal objective in community improvement work is "development of the ability of people, through their own initiative, to identify and solve problems affecting their welfare." Community improvement programs offer the means for tying together, at the point of execution, the contributive portions of the other eight areas of extension program emphasis outlined in the Scope Report.

Extension's Task

The role of Extension in community improvement work is to provide educational programs which will help a community reach its own democratically determined goals and objectives. Essentially, the objectives established by a community become the working objectives of the local extension education program.

How problems are identified and how plans are developed for solving them are as important, from an educational viewpoint, as the solution itself. Extension is thus as concerned with the *process* as it is with the *objectives* of community improvement and resource development.

The functioning community is important to the continuance and strengthening of our democratic way of life. At the community level, the majority of our citizens have the opportunity to experience firsthand the democratic processes. In the community, many people are provided meaningful educational experiences in leadership and in citizenship. These develop a greater appreciation of the importance of democratic social action.

Community improvement programs offer a means for conserving society's most precious resources—human talents and energies. Organized consideration of the best use of a community's resources reduces the frequency and intensity of conflicts and misunderstandings among special interests. Time and energy consumed in negative opposition is as wasteful as thoughtless exploitation of any other resource. Effective community planning reconciles personal differences and channels the efforts of people toward common goals.

Extension has a responsibility to help people acquire skills, attitudes, and facts which will help them function as a unit in solving common problems.

Extension workers, to provide leadership in community improvement, must be "community minded." We must recognize that the community is a basic social unit, next in importance only to the family. We must recognize, too, that the community is an effective channel for reaching large numbers of people with valuable information. And we must recognize that the community can affect individual family progress as well as community advancement.

Effective extension work in this area will require exceptionally high professional competencies. Staff members must have social process skills and understanding. Extensive training in the applicable social sciences — sociology, psychology, economics, political science, anthropology, group dynamics—will be required. Continuous and intensive inservice training in the philosophy and techniques of group work will be necessary if Extension is to meet its responsibility in community work.

Framing the Picture

There are many ways Extension can help communities to effect material, social, and esthetic improvement. Through a properly organized approach, a framework can be provided with which a community can objectively take a look at the adequacy of local services and determine efficient methods for providing needed services. Support can also be provided in such areas as land use planning, marketing, efficient farming, efficient homemaking, and economic expansion.

Extension should provide communities guidance in obtaining special assistance from other agencies and organizations. Every effort should be made to help keep such other groups informed of community needs.

Beyond the immediate community, Extension has a responsibility for providing educational leadership on

(See Responsibility, page 212)

WHAT *and* WHERE *is the Community*

by E. J. NIEDERFRANK, *Federal Extension Service*

We read and hear a lot these days about community development and the community way of doing things.

This is good for two reasons. First, the people with whom we work today have community concerns beyond their farms and homes; in fact, more so today than ever before. Second, we know that many extension programs and other projects are most effective when planned and conducted on a community basis.

But a challenging question raised by social scientists today is: What and where is the community?

Local communities seem to be passing out of existence in favor of larger places, as rural people become more and more assimilated into the larger society around them. This is what is meant by the statement, "a larger community is taking shape." And in many cases, the community is harder to define for research purposes.

Network of Relations

Prof. MacIver of Columbia University years ago gave a short but meaningful definition of the community. He defined it as "any area of common life." He meant an area which has a web or network of human relations or contacts based on a common interest beyond the family.

This definition catches all types of communities, from the local community to a region, nation, or the world. All these are communities with respect to certain webs of human relations or common interests.

The Scope subcommittee on Community Improvement and Resource Development had this in mind when they wrote about the two main viewpoints of community—the immediate local community based on common interests of everyday trade and social activity and the wider area of common interest. A county or district, for example, may be the basis for developing a market facility or a hospital.

It is important to recognize both types of communities when planning action programs. Work may call for organization on the basis of one or the other, or possibly both.

Warren H. Wilson, one of the pioneers of rural sociology, in 1912 defined the rural community as "the area within the team-haul of the trade center." Since then we have thought of the community geographically, as not just a town, but the town plus the area served by the town. Dr. Charles Galpin was the first to study it scientifically, in Wisconsin in 1916.

Galpin and Kolb also spoke of "neighborhoods." These were the smaller social groupings within the trade-centered community. They were rather intimate—the next group beyond the family to which people belonged. The road from the farmer's gate first led to neighbors, and then to a town which was the center of a larger socioeconomic group, the community.

Today, a person theoretically belongs to as many communities as there are webs of relations in which he is involved. Every type of local social contact, such as trade or church-going, may have a slightly different service area. Thus, school districts often differ from trade or church-going or tax-paying and voting areas.

This illustrates what is happening in community structure today. It is becoming more complex and harder to delimit because our webs of social contacts are changing in area and in kind. Many rural people belong to more things today and go to different places to buy things or obtain services.

The community changes shape, too, as new highways change patterns of transportation, as new settlements are created, and as new industries draw people. Thus in many counties the trend is away from local contacts toward wider contacts.

Common Interest Ties

Sorokin and Zimmerman of Harvard refer to community contacts as bonds of common interest which lend cohesiveness and support, much like hoops around a barrel. As these bonds change in number, in kind, or in strength, the community changes in cohesiveness and in size or area of influence.

Some of these bonds of common interest are economic and social services. Others are based on feelings of attachment derived from history, traditions, family ties, memories, and church or other group connections. These tend to reduce the speed of community change, adding certain stability.

Yes, most communities are changing in shape and composition. But the "community idea" still lives—people still live locally and local independence and leadership still mean much even though the locale of certain contacts and feelings may be different.

(See What and Where, page 218)

Resource Appraisal—

A Method and A Tool

by MRS. ZELDABETH BERTSCH and LESTER N. LIEBEL,
Stevens County Extension Agents, Washington

Vocational and personal counseling is among rewarding services of new junior college.

GETTING the facts can become a habit-forming activity just like anything else. And the activity can lead to results as solid as the facts.

In Stevens County, the solid results include a new wood engineering company, a new post and pole operation, a booming livestock salesyard, an egg cooperative, and building stone sales from farm resources. These new or expanded money-making ventures have created many new jobs and poured additional income into our county's economy.

And this is only the beginning. Leaders, committee members, and supporters of the Rural Development program are moving ahead on a number of other ambitious plans.

Education Interest

Better educational facilities are part of the "bootstrap" blueprint. Parents wanted their children to be able to attend school beyond the 12th grade near home. And many people wanted a chance to learn new vocational skills.

This September high school grads for the first time could attend the 13th grade at Chewelah High School. This looks like the beginning of a junior college for northeastern Washington.

The blueprint also calls for parlaying this scenic county with its forests, streams, excellent hunting and fishing, and air-conditioned climate into a tourists' paradise. The Tourist Trapper is published regularly by the tourist and recreation committee as a public reminder of the possibilities and the practical steps leading to increased tourism.

More industry to utilize the county's timber and minerals, more and better jobs to hold some of the county's out-migrating youth, better recreation facilities for young and old, and a determination to raise the county's education level are some other goals of the county's bootstrap operation.

And what about the people energetically and enthusiastically committed to carrying out these plans? How did they get involved?

Surveys made soon after Stevens County was designated a pilot Rural Development area showed that people were already intensely interested in more and better jobs, better schools, better recreation facilities, etc.

Our job has merely been to help guide and direct the interest into productive channels. Knowledge of the people gained through the surveys has helped to keep these efforts from going down blind alleys.

Surveying the Situation

Two initial surveys were made under the supervision of the rural sociology and agricultural economics departments of Washington State University, who also analyzed and interpreted the data.

A survey of the social and economic situation was designed to obtain a picture of the human resources—the size and location of the labor supply and people's skills, needs, aspirations, and attitudes. The information included community development needs; educational, recreational, and occupational data; patterns of organizational participation; activities and interests of teenagers; plans of older people; family life and levels of living; and agricultural data.

Ten local interviewers were employed to make this socioeconomic survey. A 10 percent scientific random sampling of the total population was used, including farm and nonfarm families. A sampling of families on the Spokane Indian Reservation was included.

The survey showed, among other things, that people were aware of county needs and were generally willing to help work out solutions.

A youth activity survey was made of all students in grades 9 through 12 in the county's 9 high schools. The survey was designed to find what teenagers do with their free time, what activities they take part in, what they are interested in doing for themselves and their communities, and certain aspects of family life.

A significant finding was the fact that a majority of both adults and youth were not active participants in existing organizations.

Plans Take Shape

These and other facts provided valuable background information for the Rural Development steering committee set up in the fall of 1957 and for the county-wide planning council now functioning.

The steering committee, selected by the county commissioners in consultation with the extension staff, spearheaded the Rural Development program for the first 18 months of exploration. The membership in-

(See Method and Tool, page 219)

Working Together for a Better County

by MRS. ALMA H. GILES, *former Linn County Home Economics Agent, Kansas*

HEALTH is a major concern of families and communities. In Linn County, citizens became alarmed at the almost total lack of medical facilities. The situation was really critical.

This county of 9,000 people had no hospital, no clinic, no county nor school health program. Within a short time, the county lost by ill health and death the three family doctors who had served them for years.

These problems were brought out at a meeting of health chairmen from the home demonstration units and Martha Brill, extension health specialist. The women were concerned and asked what could be done.

The problem was too big for a few so a second meeting was scheduled. Presidents of many groups, 4-H Club leaders, bankers, county commissioners, editors, school principals and others were invited. Among the 36 responding were members of committees from three towns which had been trying to secure a doctor but with no success.

A frank discussion of the situation brought out some factors which a prospective physician might consider. Transportation and communication facilities needed improvement. Inadequate housing and lack of modern office space were also factors.

Health Survey Begun

Miss Brill proposed a county survey to find out the people's needs. The group agreed. The State Board of Health, aware of the county's problem, promised to help.

The 18 home demonstration units were chosen to spearhead the survey as this was the only organization covering the entire county. Thus the county extension office became the center of operations.

Virginia Pence, community health consultant from the State Board of Health, came to the county to take charge of the survey. Each home demonstration unit furnished a survey chairman to meet with her.

At this meeting a questionnaire, formulated by the State Board of Health, was discussed and revised. The group set a date for the survey and agreed that each unit would be responsible for one township. The largest town, with a population of 1200, was left to the Booster Club—a group of business people.

Survey chairmen went home to recruit interviewers and organize their communities. It was a race to keep pace with these people. Their enthusiasm was contagious.

Before I-Day (interview day) the chairmen had recruited more than 200 volunteers, both men and women. These people were instructed by State Board of Health personnel at five training meetings and each was assigned a district to cover.

On I-Day they fanned out to call on their neighbors. Each was to interview up to 10 persons. Some did 30 interviews.

In two weeks the survey was completed with 2,434 families interviewed. This represented 85 percent of the total population. Refusals were rare—less than 2 percent. Publicity through the local newspapers, the questionnaire, training of interviewers, the instruction manual, and organization by the survey chairmen accounted for this response.

Members of home demonstration unit made a banner to advertise county health survey in Fourth of July parade.

Facts Revealed

"Linn County is old like me," people said. Sixteen out of every 100 were over 65 and 8 percent of the heads of families were over 80. Since then the population has decreased as young families moved to the city and now 18.5 percent are over 65.

One in three families reported a chronic disease or disability. One-third of these were persons over 70, one-half were 40 to 70.

Failure to see a doctor when ill was reported by 900 families. Reasons included: had no family doctor,

(See Working Together, page 218)

Framework for Community Improvement

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

How can the real problems of people be determined? Where will the resources be found to solve them? These questions had to be answered when Choctaw County was named as a Rural Development pilot county in the fall of 1955.

The first step was to organize a county steering committee composed of farmers, homemakers, businessmen, and professional workers from State and Federal agencies. This committee met with the State Rural Development committee to develop an overall plan of action.

Survey of Resources

It was decided that a survey of the rural area would provide information on which to base programs. The questionnaire included size and type of farms; number, education, and ages of family members; farm development plans; off-farm employment; and the desires of the families to accept off-farm employment. After pre-testing, the questionnaire was further revised to fit the needs.

Then University economists and County Agent Houston Ward held a training school for volunteer workers who later conducted the survey. Slightly under 300 families, both rural and urban, were contacted in the study. Compilation of data was supervised by the University agricultural and industrial development service

The survey brought out several facts on which to base programs to implement the objectives of the Rural Development Program.

Population—A low portion of the population was in the productive ages of 21 to 64 years. The rural portion of the county has relatively more children under 20 years of age than the rural population of the State. In addition, it has proportionately more people 65 and over. This age structure indicated a high rate of migration from the area of people in the 20 to 64 age group.

Labor Supply—At the time of the survey, 66 percent wanted to work full-time. Many wanted off-farm employment to supplement farm income, and a small percentage indicated that they would leave the county. An estimated 1,251 people were interested in additional employment, 40 percent of them farmers.

Health—Surveyed families spent an average of $145 per year for medical expenses. An average of 38 work days per year were lost per family due to illness or accident. Choctaw County has a higher infant mortality rate than the State, 46.8 compared with a State rate of 28.6 in 1953.

Education—The adult (25 years of age and over) rural farm population completed 7.2 median years of education. Only two counties of the State rank lower in education than Choctaw. The amount of schooling completed was lowest for the lower income group.

Welfare—Nearly 27 percent of all persons in the county received some form of public assistance, compared with a 7.5 percent State average. Approximately 15 percent of the county's rural population is supported by welfare.

Farms and Land—The average size of the 793 farms is 329 acres, valued at approximately $9,000 each. Considered collectively, all farms have an average value of approximately one-third of the State average.

According to the survey, 40 percent of the farms were classified as livestock units; 34 percent listed cash crops as chief enterprise; dairy and poultry ranked third with less than 10 percent; and the balance were combination units.

Rural Income—Farming accounted for the greatest single source of income for the county in 1955 but provided one of the lowest contributions to the average family income. Welfare and pensions were the second highest source of income and made

(See Framework, page 222)

Parent-leader participation is helping to boost 4-H membership. Family above is checking 4-H Club record books.

Filling A Desire and A Need

by MRS. RUTH D. COATES, *Piute County Home Agent, Utah*

HAVE you had the thrill of seeing youngsters lined up eagerly waiting for the bookmobile? And then after they have selected their books, watched them sitting in the shade or on car fenders eagerly exploring the wonderful world of books?

We did in Piute County for the first time during the summer of 1958.

Here is how it began. Piute is a small agricultural county with a declining population, now estimated at about 1600 people. It is located in the south central part of the State.

Until the bookmobile program was developed, the school libraries were the only public source of reading material. Of course, these books were not readily available during the summer months. One enterprising teacher, however, took a box of selected books to each community and left them in some home. The children went to this home and obtained books to read.

Early Attempts

Folks in the county have been concerned about the lack of books for some time. Once an attempt was made to start a library in the courthouse but without sufficient funds it was not successful.

We encouraged various interested leaders in the county to attend library short courses sponsored by Utah State University. In these short courses we hoped to find ways and means of operating a library.

A book fair was later held in connection with the annual Adult Womens Leadership School in the State. This created still more interest and awakened awareness of the urgent need for library facilities.

A spark of hope was seen at a Rural Reading Conference at the University during the summer of 1957. Attending the conference from Piute County were PTA representatives, the county clerk, a county commissioner, and the home agent.

During this conference Federal and State library laws were explained. One legal requirement which caught our attention was that the county is expected to make a one mill levy for library purposes.

At the commissioners' meeting, the county clerk and commissioner reported the conference and urged that the mill levy be established. This was done. The commissioners also named a temporary library committee of representatives from each community.

Piute and Garfield County leaders, who were also interested in the program, contacted Russell Davis, State librarian. At a joint county meeting of PTA leaders, county commissioners, and school principals, he explained how the proposed program would operate.

Under the proposal, several neighboring counties would share the bookmobile. So we thought we would have to wait until the other counties met the requirements.

In the meantime, folks were becoming anxious and wondering when they would start receiving benefits from the mill library levy. So we arranged for Mr. Davis to explain the program to the general public. This meeting was sponsored and advertised by the combined PTA organizations. It set the stage for the events to follow.

June 19, 1958. That is a day which will long be remembered by the leaders who had worked so diligently to make reading material available to all the people. The general public had been notified that the bookmobile would be in the county for a demonstration run, just to acquaint them with it. Church, school, civic, and political leaders were all sent special invitations to visit the bookmobile.

One day before it was to arrive,

Vounteer leaders assist in checking out books on bookmobile.

we received some special news. Piute was the first county in the State to meet the bookmobile requirements and enough books had been processed so that we could check books off the bookmobile.

As soon as this word spread, folks flocked to the stopping places in droves. We found it impossible to stay on the tight schedule which had been set up. Approximately 600 books were checked out during that first run.

Throughout the remainder of the summer and early fall, the State bookmobile made a trip through the county once a month. More and more books were checked out, until at present around 800 books are checked out each trip.

Final Steps

Following up the first start, a three-county meeting was called by State library officials to explain bookmobile policies. The State would furnish the bookmobile, driver, and books. The region, including five counties, was to furnish office space, housing for books, and parking space for the bookmobile. Counties in the region would also provide volunteers to help check out books, and help with gasoline and other expenses.

Piute County officials were ready and anxious to sign the contract. They also named a permanent li-

(See Filling a Need, page 209)

Step-by-Step to Better Living

by T. R. BETTON, *Ouachita County Negro Agricultural Agent, and* MARGUERITE P. WILLIAMS, *Negro Home Demonstration Agent, Arkansas*

PEOPLE like to see results. When they get quick results on the first problem they tackle, they are encouraged to take on bigger jobs. That's how community improvement got underway in Amy, a community of 50 Negro families in Ouachita County, Ark.

The community improvement program in Amy also demonstrates cooperation between extension personnel and other agencies, according to Mrs. Clothilde M. Shivers, assistant home demonstration agent, and James H. Wilkins, assistant county agent.

Early in 1958 the Ouchita County Rural Development advisory committee selected Amy as a community that needed help. None of the government agencies had worked recently with any families in this community.

Health Factor

The county nurse challenged agency personnel to find ways to assist this community's families. The advisory committee helped the extension workers and the county nurse to make initial contacts to see if the people would cooperate to bring about community improvements. They found that the people in Amy wanted a community improvement program.

After these initial contacts, arrangements were made for a community-wide meeting. About 45 residents discussed community improvement with agency personnel at this first meeting. And the people of the community listed things they felt should be done to improve Amy as a place to live.

Only about 7 of the 50 families depended on farming for their income; the others were engaged in timber work and other nonfarm jobs. The extension agents saw this as a challenge to redirect their efforts to provide more help to families depending on nonfarm employment.

Members of the community agreed that the first thing that should be done was a general cleanup campaign. A committee was appointed to contact all families and get them to participate.

General Cleanup

Another committee asked the county judge to furnish trucks with which to haul off the rubbish. The judge told the group that he would be glad to cooperate if they would have the rubbish in containers. This posed another problem. The committee solved this by obtaining burlap bags from local feed dealers.

Amy was a busy place that Saturday when the county trucks came to haul away the trash and rubbish. Many people commented that the community had never looked as good.

The following week the county trucks hauled off surplus water from ditches, with residents helping with the work. Again as a result of cooperative effort, the community was improved.

This cleanup campaign was the beginning of a rural community improvement program. Amy now has a group that meets monthly with men, women, and youth participating. In addition, the women have organized a home demonstration club.

Through the community group, markets were developed for cucumbers and tomatoes. This year many families raised these to supplement their income.

Food preservation and garden insects were among other problems listed by Amy residents. This year, one leader carried out a fertilizer demonstration on a garden. In addition, the extension agent worked with this family in carrying out a garden insect control program.

Other agencies participating in the Rural Development program have explained the services of their agencies to Amy residents. Immunization clinics have been held and the assistant home demonstration agent and welfare representative have conducted cooking schools.

From this modest beginning, possibilities developed for a continued improvement program. Extension agents say that contact with the leaders was important in initiating this community improvement work.

Many communities do not have active community organizations and the people have not worked together on common problems. This is why extension leadership and know-how are important to families in starting community organizations.

At the same time, agents have to recognize the importance of the cooperation of other agencies. Many problems that confront people are far removed from agriculture.

Amy is now a better place in which to live. The people there recognized their problems and set out in an organized way to overcome them.

FILLING A NEED

(Continued from page 208)

brary board. These members serve without compensation.

The bookmobile now has centrally located headquarters and serves a five-county area. It makes trips through each county every 3 weeks. It spends from 1½ to 4 hours in a community each trip, depending on the population. Volunteer leaders from each community assist in checking out books during the time the bookmobile is in their own town. We also find that people take their books to their leaders when they have finished with them.

Yes, through the cooperative efforts of extension workers and county and community leaders, the bookmobile is a dream come true—a desire and need fulfilled. It is serving the people with resource materials and hours of reading enjoyment which they have wanted for a long time.

Pooling Efforts to Keep Missouri Beautiful

by JEAN BRAND, *Assistant Agricultural Editor, Missouri*

WHEN 38,000 Missouri extension club women set their minds to a project, look out!

All over the State this spring, extension clubs were busy working on projects aimed at keeping Missouri a clean and attractive place to live. Because they enlightened the public to a need, their work promises lasting effects.

Wide Coverage

More than 1700 extension clubs observed the Keep Missouri Beautiful theme during National Home Demonstration Week. Their enthusiasm inspired nearly 550 news stories and editorials.

One of their most popular projects was the anti-litter campaign. Club members made thousands of automobile "litterbags for litterbugs" to keep trash off the highways. They stenciled the bags with a "litterbug" design that has tremendous child appeal. Missouri parents say their children have become the chief watchdogs against carelessly tossed cigarettes or pop bottles.

The women also organized pick-up-litter days with teams assigned to trash pick-up duty on their lawns, streets, school yards, and parks. They enjoyed doing the work together. Whenever possible, we tipped off local newspaper editors about the projects so that these working gals often had the fun of seeing their pictures and names in the paper.

A big boost to the whole campaign came when the State extension service sponsored a contest for the best poster on the Keep Missouri Beautiful theme. Prizes such as cameras and transistor radios were contributed through the Missouri Retail Council. In many counties, local sponsors of prizes also encouraged entries.

News Angle

These county and state poster contests provided a news peg for great amounts of local publicity on Keep Missouri Beautiful and focused attention on the work being done by extension club women.

Winning posters from the counties were entered in the State contest, judged by professors from the art and interior design departments of the University. Extension printed 3,000 copies, 14 by 18 inches, of the winning poster in two colors. These were given to club women to distribute locally in libraries, schools, banks, stores, and other display spots.

Flower and shrub planting projects were the main Home Demonstration Week activity for many clubs. All club women in a county planted the same kind of flower or shrub and urged merchants and service station operators to do the same.

This summer, lawns and byways of whole counties and tiers of counties blossomed with red petunias. And travelers often stopped to ask "How come?" It was another demonstration of the power of extension club women when they put their hearts into a project!

Variety of Projects

Clubs took on a variety of other jobs such as painting mailboxes and setting up outdoor trash barrels. Some built fireplaces in parks and cleaned 4-H buildings and community centers.

But Missouri women didn't try to do everything by themselves. They enlisted male cooperation when it came to heavy cleanup jobs along highways or on farms. One Dallas County farm wife reported, "We are moving all farm machinery behind buildings out of sight of the road and cleaning our barn and chicken yards of the junk that 'just collected.'"

Mayors and town councils lent their authority—and often their muscle power—to community clean-ups. The mayor of St. Charles proclaimed a Keep St. Charles County Beautiful Week.

Jaycees purchased several thousand litterbags. Merchants gladly gave window space to posters and exhibits arranged by extension club women. Many even bought space for Keep Missouri Beautiful advertise-

(See Keep Missouri, page 219)

Thousands of women made automobile litterbags.

Springboards TO ACTION

by J. C. RICHARDSON, *District Agent, and* R. E. SMITH, *Community Development Specialist, Georgia*

TREMENDOUS changes have been taking place in rural Georgia. These changes present new problems and opportunities for Extension to provide educational leadership and assistance to the people, in cooperation with other service agencies.

We think of community development as a method of furthering the total extension program. Working through local organizations, we promote increased income, family living, and community life. The people plan their programs and develop the organizations for carrying them out.

Community development has been an integral part of the Georgia extension program since its beginning. It was intensified in 1946 when the Atlanta Chamber of Commerce agreed to sponsor an area community development program in cooperation with Extension. This program includes 39 counties in the Atlanta trade area.

Stirring Up Interest

In these counties extension agents assist community leaders in organizing clubs. Then the clubs elect officers, set community boundaries, and appoint committees to study resources and needs.

With the help of extension agents and other cooperating agencies, the people set goals to improve their communities. They usually meet monthly to discuss problems, report progress, and take part in some form of recreation.

The Chamber of Commerce furnishes awards to the communities that do the best job of developing community assets. Chamber members often speak at community club meetings and go on educational tours to observe progress.

This venture by the Atlanta Chamber brought remarkable results. And these results spurred other chambers of commerce to sponsor similar programs. Two more trade areas now have similar programs and many organizations sponsor community work in other counties. In 1958, there were 280 community organizations in 90 Georgia counties.

Incentive awards from sponsors tend to speed up intensity of effort by the people. For example, in one trade area the number of community club meetings increased from 54 to 602 during the first year of chamber of commerce sponsorship. During the same period, the number of people taking part in community activities increased from 1,004 to 5,794. And the value of labor and materials used in making the communities more attractive through group efforts climbed from $27,000 to more than $200,000.

Extension has a responsibility to help community clubs organize and carry on a good educational program from year to year. This is one of the most effective means to get county extension programs before the people and to get action on these programs.

Our first responsibility after organization is to help project committees plan goals for the year. We point out that consideration should be given to both short and long-time goals and the advantages of consulting other service agencies.

Extension workers can help program committees set up an annual program month by month. A short meeting with them a few days before the monthly meetings pays off in better planned and organized meetings.

A community approach is a means of reaching more people more effectively, especially the isolated, the less responsive, and those who work part-time and don't have time to drop by the office.

Community Benefits

Community organizations stress the team approach in supporting programs. They strengthen farm organizations, home demonstration groups, and 4-H clubs, and bring about desirable community improvements. And they help build and strengthen rural leadership.

One community leader says, "This program has meant a lot to our community. The biggest accomplishment has been bringing people together. Our slogan is, Everybody Do Something."

Another reports, "When you're building people, you're really doing something. Our getting to know each other makes it possible to do anything. We found and developed leadership we never knew existed."

The county extension program becomes more effective as it takes advantage of the new leadership developed in these clubs. As clubs complete projects, the momentum keeps them going. They never run out of something to do and consequently, there is no limit to what they can accomplish.

Yes, community clubs are springboards to action.

LEADERS

Vital Links in Community Work

by GEORGE M. NELSON, JR., *Associate Butler County Agent, Kentucky*

WHY kid ourselves? Good leaders are hard to find. This doesn't mean they're not plentiful. But some type of motivation or stimulation must be devised to get qualified leaders to carry out an effective program.

Potential leaders are not easy to locate. They may lie dormant for years, but with the proper motivation they may spring into action overnight.

In many instances, the one who is put before the group is not always a true leader. The true leader may remain in the background, giving advice to others that are mistaken for true leaders.

Working in a community, an extension worker can usually pick out the actual leaders. An agent must be skillful and must constantly evaluate his public relations program in enlisting and retaining capable leadership.

Offer Motivation

In Butler County, Ky., leaders are motivated by the Rural Development program. They become active when there is some worthwhile program they can actually carry out or one in which they are interested.

To enlist leaders, new and interesting things must continually be brought to the surface. They must feel that they are doing worthwhile service for their community.

One successful motivating technique in Butler County is the community improvement contest. The contest has many disadvantages but, for discovering leaders the advantages seem to outweigh the disadvantages. After leadership has been discovered, development of community centers is one of the next steps to keep interest alive.

A leader, to one man, may not be a leader to another. A tenant farmer will not usually assume a leadership role in the same group as the outstanding successful farmer. This will require different leaders for various groups of people. All may have the same objectives, but obtain them in different manners.

It is necessary to have a common goal for a community even if it is nothing more than clipping the roadside or putting up uniform, well-painted mailboxes. If people can work together for a simple goal such as this, they can usually be brought together to do more significant things.

Some agents feel that leadership training meetings are the most successful ways of training leaders. This is only one means. Constant, individual contacts in many cases will prove more successful than training meetings in getting a good program carried out. People should be kept busy but not overloaded with work on community projects.

Personal Encouragement

Recognition should be given to leaders through letters, telephone calls, individual contacts, regular meetings, and special leader meetings. One good way of showing leaders that their efforts are appreciated is to give a special dinner and recognize them with pins, certificates, or plaques.

The greatest need is common sense and the biggest danger is fear. Extension agents need to use judgment in choosing leaders. Then they should not be afraid to let the leaders do something after they are trained. Leaders, if given an opportunity, will do much of the work on their own initiative.

Dynamic results of volunteer leadership can be seen in most of Butler County's Rural Development organized communities. Officers and committeemen have a never-ending task of improving social, religious, and economic conditions in their communities. True, discouragement reigns occasionally, but it in turn is combated by results.

Extension workers can become discouraged, too. For example, they may go into a community that has done little for many years and find that most of the individuals who want to see progress have moved away. An agent might think nothing can be done in a situation of this type. Yet this community can be reached if enough time is devoted to find the true leaders.

No one denies that leaders are vital to a progressive extension program. So agents should set aside time to work with present leaders and to find future ones who will prove useful and efficient.

RESPONSIBILITY

(Continued from page 203)

a county or area-wide basis. Extension has demonstrated its competence for stimulating such programs in successful rural development undertakings.

A key to effective community improvement and resource development is inspired, skilled, and dedicated local leadership. If the work is to succeed, Extension must help communities to identify leaders and provide the education experiences necessary to properly develop them.

We are limited today by the shortage of adequately trained leaders. And we can expect little further progress until we commit our major efforts to leadership development.

Extension, through community-centered programs and activities, has already made a significant contribution to the progress and development of rural America. The essential requirements for rapid adjustment to the dynamic and increasingly complex demands of modern social and economic life demand even more intensified community action and more effective use of all resources in the future.

COMMUNITY TEAMWORK the WHAT and HOW

by W. H. STACY, *Extension Sociologist, Iowa*

WHAT do we mean by community improvement? Three things:

- Wherever people live, they can do things by community action to improve their situation.
- When representatives of organized groups, institutions, and agencies plan together, they can mobilize resources and initiate needed improvement programs.
- Extension workers can play effective leadership roles in developing programs of this nature.

These points are not new. Annual summaries of extension achievements show that assistance is given constantly to thousands of community improvement programs. Extension work, in fact, began with group activities for "helping people to help themselves."

Much attention has been directed to leadership development. As rural social organization becomes steadily more complex, extension agents are increasingly interested in working with groups.

Let's look at Ringgold County, which brings certain key considerations into focus. Ringgold is on the Missouri line in south central Iowa. It is the least industrialized county in the State and its population in 1954 was 41 percent less than in 1900. When a 5-year county extension program was projected, in 1958, major attention was given to community improvement.

Efforts to face facts were coordinated. Participants in the program preparation effort included representatives of school and church programs, Soil Conservation Service, Agricultural Stabilization Committee, Soil District Commissioners, vocational agriculture, county government, farm organizations, business people, bankers, legislators, commercial and civic organizations, and a newspaper editor.

They agreed that facts are of little value unless something is done about them. Too often energies of planners are exhausted collecting facts, with no action resulting.

After six study sessions, the planning group recommended and the county extension council adopted 3 long-term goals: assist in setting up improvement councils in each community in the county, assist in setting up a county improvement council composed of representatives from each community council, and consolidate efforts of the entire county to provide and maintain adequate and enjoyable family living.

Community leaders were brought together to plan action. A county delegation was sent to a district community workers conference. These men and women decided to bring leaders from all communities together in a county meeting. The utility company which serves the county worked with the county extension director, members of the ministerial association, and others to contact key people in the 10 community areas.

A "oneness" of interest was established. Most of the initiators were "county seat people." Fearing that those from other towns might be on the defensive, those living and working in the county seat were cautious not to lead out in a promotional way.

Following supper, the program opened with group singing, introductions, and statement of purpose by Verdon W. Payne, county extension director. Next were statements by three "outsiders." Then all participated in huddle-group discussions—each group reporting to the others. This led to a unanimous vote favoring a county-wide program for community development.

Resource persons were used to advantage. The State extension sociologist discussed community teamwork programs being developed in other counties. This was followed with an informative and inspirational talk by the leader of community programs in a nearby town. He emphasized six points: capitalize local resources, talk up what you have, practice neighborliness, build town-farm relationships, be concerned with the total community, and plan to take a long time.

A vice-president of the utility company cited rising business trends as reflected in sales tax collections and the amount of electricity consumed. He assured them of his company's interest in helping promote community improvement for better business, better living, and better democracy.

Needs were identified. Spokesmen for the huddle discussion groups reported, "We have discussed this long enough, now is the time to get the show on the road."

Improved sidewalks, weed control, home improvement, church cooperation, education, and learning to live together were among the needs mentioned. Other concerns included

(See Teamwork, page 219)

IN MICHIGAN

Youth Learn About Conservation

by ROBERT GEORGE, *Conservation Education Specialist, Michigan*

CONSERVATION projects in 4-H acquaint youth with the world in which we live. They gain better understanding of our natural resources and how to use them effectively.

Through a 4-H experience in conservation, boys and girls broaden their understanding of both natural and human resources. Conservation is really a way of life—reflected in how we use resources and how we work with and respect people.

The close relationship of human well-being and resource use is stressed in 4-H conservation projects. Development of leadership is another hidden objective. Growth of leaders in conservation is a real help to resource development in any community.

In Michigan, emphasis formerly was placed on the individual in the community club. He or she had opportunities for work in one of four phases: soil and water, forest, wildlife and outdoor appreciation, and recreation.

Basic Background

These four phases are now fortified with a new base—the basic conservation program. This is a project series especially for the younger member, 10 to 13 years old, in both rural and urban communities. This basic program plus the other four marks a trend toward a new completeness in the 4-H conservation projects.

A conservation leaders' guide has been developed for each of the five projects. Each project touches on some basic concepts of conservation. It is geared for younger members in an effort to more effectively reach the existing membership and prospective members.

The program includes five separate projects: basic conservation activities and youth, basic conservation and water, basic conservation and land, basic conservation and forests, and basic conservation and wildlife.

This series serves as the foundation for more advanced and individual project work, with major emphasis on the leaders' material. A leaders' guide for each project contains a copy of all materials which members should have, plus teaching materials and information concerning the project and each specific activity.

Conservation has long been an interest of school-associated 4-H Clubs, with emphasis more on club or community achievement than on individual achievement. Generally, materials available were not geared to such a group activity. Neither were they satisfactory for the 10 and 11-year-old. Another factor causing concern was the fact that the materials were not readily adaptable to urban clubs.

Probably one of the biggest drawbacks to leaders and teachers was the bushel basket of materials available. Leaders didn't know which to use. Sometimes the volume of materials scared prospective leaders. The development of leaders' guides will help solve these problems.

Conservation projects are serving as an ever-expanding base for county programs in resource development and community improvement. Whole communities are involved in some areas. Some counties, along with their on-going 4-H Club program, are expanding their emphasis on conservation. Through schools and community groups, they are helping to organize a program by which each boy and girl has an opportunity to learn by doing.

Let's look at an example of a community-based 4-H conservation program.

Presque Isle County is in the extreme northeast portion of the Lower Peninsula in Michigan. It is an agricultural county with emphasis on potatoes, forest products, pulpwood, and recreation. Resource development is in full gear and the youth program has an important part.

Three years ago 4-H was introduced in many schools in the county. The programs called for involving boys and girls 10 to 13 years old in a 4-H conservation project. A look at their progress and the impact of the 4-H program upon the total program for community improvement and resource development helps tell the story.

In 1956, soil and water conservation was stressed. The extension program reached over 400 boys and girls and also a large number of adults as leaders and parents. This same year, coupled with the soil testing activity in the project, work of the new soil testing laboratory went from 100 to 700 soil tests. The learning by doing of the youth resulted in an increase of seven times. This step-up in acceptance of soil testing has continued.

In 1957, 4-H reached even more young people with a forest conservation program. Cooperative efforts of the schools, State conservation department, State forester, Soil Conservation Service and many others helped, through the 4-H conservation program, to increase tree planting in the county from 100,000 trees to over 300,000 trees. This trend, too, is holding.

Project Benefits

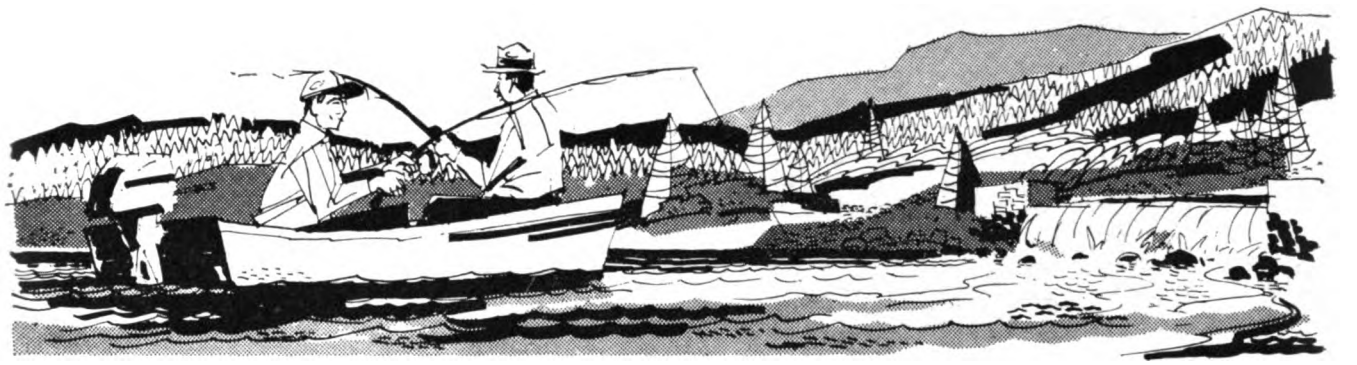
And last year a trial program on conservation and water was emphasized. This 4-H program reached 100 percent of the schools.

Here again, an activity of the project can be cited as having real impact on community improvement. The water testing activity involved an official sampling by the youngsters. The county health department cooperated by making water-testing bottles available.

Each 4-H member tested his home water supply. The clubs mailed their samples in to the State health department. Over 800 wells were tested and this youth program helped to discover 40 unsafe wells.

(See Youth Learn, page 221)

People + Resources = PROGRESS



by SHERMAN W. WEISS, *Sawyer County Agricultural and Rural Development Agent, Wisconsin*

DEVELOPMENT of the resources of an area will progress as people are motivated into action.

Since resource development does not take place as rapidly as many other extension activities, the people involved will be working with long-range plans. This requires organizing to avoid lack of interest or indifference. One way to accomplish this is to set up a series of events, climaxed by completion of the project.

One town in Sawyer County was faced with a seemingly impossible task. Extension was asked to help make a complete analysis of the town—resources and problems.

Creating Interest

At the first meeting, attended by town officials, a program was developed for a town-wide meeting. Local people sent out notices for the next meeting and made a considerable number of individual contacts. The committee did an excellent job of getting the people out to the meeting—about 95 percent of the residents were represented.

Extension took the lead in getting representatives from various Federal, State, and county agencies to assist with the program. Problems of the area were well outlined. Each agency gave background information and told what help it could furnish in the town's development program.

Four major projects were selected for immediate action: mapping of each farm by the Soil Conservation Service, the school situation, a forestry program, and construction of a dam on Deer Lake to enlarge and deepen it. Committees of local persons were named for each problem area.

The project that created the most interest was the Deer Lake Dam. When completed it would mean expanded recreational facilities and greater assessed valuation of the town.

To get this project underway, a committee of six people made several contacts on the county level. Meeting with the County Conservation Committee, they arranged financing. The group agreed that this would have to be a cooperative project between the county and the town.

The county committee approved the purchase of a tract of land which gave the county a solid blocking involving several land sections. This land, along with other holdings, was entered under a forest management program. Thus, the county would have cooperative funds available.

The county and town committees and the highway department decided that a county-aid bridge should be incorporated into the dam. Thus, the three groups contributed toward the cost, along with a substantial donation by one citizen.

Since this was a localized project, the townspeople were given the responsibility of securing the necessary flowage easements.

While the easement committee was at work, a survey committee was busy establishing water level lines. And another committee was determining the amount of clearing that would be needed.

Extension worked out the application for a dam, which was submitted to the Public Service Commission. Their approval was granted.

Plans for the bridge and dam were drawn up by the highway department which is now constructing the dam. It will be ready for flooding next spring. The 400-acre lake, which will be about four times larger than the present one, can now be developed. This will fill the needs of increasing assessed valuation.

Good Cooperation

Once the people of the town had identified resource development as a need, cooperation was excellent. This project involved more than 150 people working cooperatively to solve a community need. These same people have worked on the other problem areas in much the same manner.

It is important in resource development that the people do the major part of the planning of any project. When people become identified with a proposal early, they feel that it is their problem and motivation is no longer necessary.

Since every community has undeveloped resources, one need not be concerned over problems. The main concern rests in the establishment of the proper approach so that the people themselves are involved and willingly assume the responsibility.

4-H Club girls learn to silk screen fabric for clogging team skirts

On the March to Progress

by MRS. FLORENCE S. SHERRILL, *Macon County Home Economics Agent, North Carolina*

COMMUNITY development in Macon County has met a real need. Natural resources include unmatched scenery, green forests, abundant water, and nonmetallic minerals, and help to make the area one of the showcases of the Nation. The human resources indicate a high quality of labor and stability that makes for good leadership.

With this inner vitality evident, Extension has offered opportunities for developing leaders who are justly proud of their efforts and results.

Visible Results

A casual observer can note the difference in farms and communities as he travels across Macon County. Large homes, green well-landscaped yards, neatly arranged buildings, and large areas of cropland and pasture make up a beautiful view. Land is at a premium in these communities, with sites being purchased for homes by retired businessmen.

One community center, remodeled from an old school building, is a beehive of activity all year. In many communities, the roadsides have been improved with uniformly painted mailboxes, family name plates, and community welcome signs.

The people identify the problems. They set up goals and go about solving the problems that affect their welfare. Holly Springs, 1952 pioneer of community development in the county, believes in the program slogan, "There is no limit to what a community can do if it wants to."

The importance of identifying problems was taught to this group in 1936, when an area test demonstration began through the cooperation of the Tennessee Valley Authority and the State Extension Service. A survey of the area revealed the needs of the people. On the basis of the survey, families set definite objectives for 10 years. These goals and objectives have been exceeded many time as the years have passed.

An active home demonstration club in Holly Springs has played an important part in raising the standards of living. A community 4-H Club was first organized in the rural school. A young farmer and former 4-H Club member is now serving as president of the community development group.

A good leader was recognized and developed in this particular case. This brings to life a slogan used for a float in a county-wide 4-H parade. The float depicted 4-H projects, and boys and girls, dressed in 4-H uniforms, held high the banner "Our Best Crop."

In all community development groups, people seem to know who the leaders are and request them to serve. Elected officers appoint the various chairmen of agriculture, beautification, education, health and sanitation, home improvement, scrapbook, religious activities, youth, and program planning.

When leaders are found, the job has just begun. Leadership training is a part of all group action carried on by the communities. Specialists and county workers conduct special interest meetings for subject matter training. Personal visits and letters are also used occasionally.

Members of community groups can't always visualize a large project, so it's advisable to have a series of smaller projects.

Power of Recreation

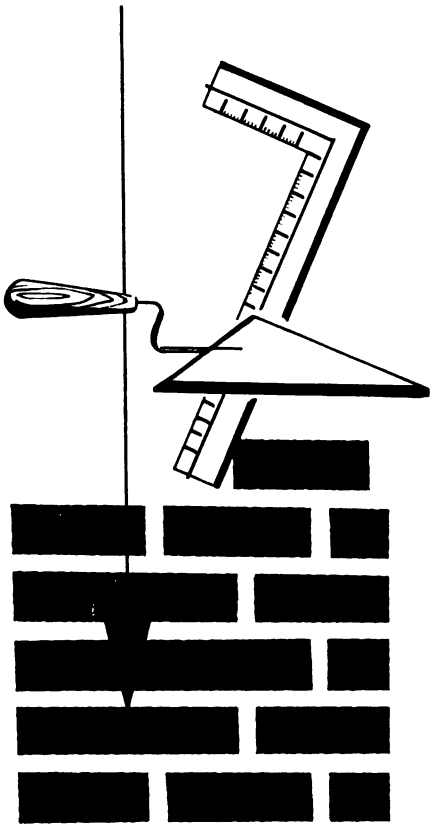
Examples of good results can be found all over the county. In Carson, part-time farm families have found much satisfaction in wholesome recreation. On summer nights picnickers enjoy the facilities of the attractive picnic area at the community center. Perhaps at the same time the smooth rhythm of the Carson Cloggers comes from the large community house. The community house, started with each family donating cement blocks, the picnic area, and the famous cloggers all resulted from a need for community recreation.

Much recognition has come to this community club in an area where juvenile delinquency is at a minimum. Mrs. Esther Cunningham, 4-H leader, believes the revival of an old-fashioned mountain dance step has channeled youthful energies into a happy, organized activity.

She says, "A diamond in the rough may be polished into a brilliant leader if given small responsibilities and allowed to grow by doing." She calls on potential leaders, old and young, while serving as program chairman.

Communities, too, grow by doing. Community development is people on the march to progress.

Building Better COMMUNITIES



by M. H. SUTHERLAND, *Assistant in Farm and Home Development, South Carolina*

It has been said that "the quality of civilization is best measured by the extent to which people work together." This applies to the community development program in South Carolina where community efforts have forged a better life for the people.

Last year some 12,000 families in 235 community clubs worked together to improve their homes, farms, and communities. Neighbors worked shoulder to shoulder to accomplish worthwhile community projects. At the same time, they established greater unity in their communities and better understanding of their neighbors.

At the heart of community development in South Carolina are the projects carried out by the local people. These activities represent almost every conceivable field of community action.

Like people, no two communities are exactly alike. Each community's problems, needs, and opportunities are uniquely its own. However, most communities in the program stress these three objectives: improved living; an enriched community life—socially, educationally, and religiously; and the creation of new wealth.

Community Face-Lifting

As an example of what scores of communities are doing, let's look at last year's State winner in the community development program—Bethel in Fairfield County. This is a community of 28 families and 107 people.

Since the start of community participation by Bethel, its overall appearance has improved tremendously. Neat and appropriate signs along beautified roadsides now give directions to the various farms. Mailboxes and posts shine, farm buildings are painted, and unsightly fences and other objects have been removed or improved.

A community park is equipped with a barbecue pit, picnic tables, and benches. The community building has a new tile floor and many other improvements. Kitchen equipment includes a refrigerator-freezer, hot water heater, and built-in cabinets.

Church improvement, a major goal of the community club, resulted in waterproofing the basement, sheetrocking and painting walls and ceilings, and rewiring. New lights, linoleum, curtains, drapes, and bulletin board were added.

How was this done? Working as a unit, members of the community pitched in to do the job.

An estimated 3,000 man-hours went into these community activities with physicial improvements conservatively valued at $7,000. The community club has paid all bills and now boasts a $500 surplus.

A community face-lifting proves beneficial to the people—economically, educationally, religiously, and socially.

Most clubs work to build up the soil, diversify crops, and find new sources of income both on and off the farm. Handicrafts, specialties, and tourism are promoted to supplement farm enterprises.

Some educational opportunities provided by community development clubs are 4-H Clubs, Scouts, and similiar youth organizations. Home demonstration clubs help provide educational opportunities for women. The mobile library service offers further educational advancement.

Inter-church cooperation in communities has helped build better churches, church schools, full-time pastorates, and religious organizations.

Resource development, including the use and conservation of all natural and human resources, is an objective of most communities. Many clubs have attained fuller development of the people and use of their talents through participation and sharing of leadership responsibilities. Through improved schools, churches, roads, electric service, communications, and sources of income, an enriched rural life has emerged.

Development of balanced systems of farming, organization of dairy and artificial breeding associations, and introduction of new specialty crops foster opportunities for rural families to increase their incomes. In addition, the general sprucing up of a community often entices industrial concerns to locate nearby.

Character-Building Aspects

When all contribute to a community purpose, group progress is made and personal strength of character blooms forth. Some character-building aspects that have grown from community development are unselfishness, kindness, charity, sacrifices for others, and struggle under difficulties.

An outstanding character-building

(See Better Communities, page 218)

WORKING TOGETHER

(Continued from page 206)

too far to go, no transportation, too sick to go and couldn't get a doctor to come. One out of every two families lives more than 20 miles from a doctor.

Of the 1,674 children, ages 5 to 18 years, 50 percent had teeth and eyes checked and 25 percent had hearing checked. Half of the children under six had smallpox vaccine and 70 percent had triple vaccine. Two of the six towns in the county had sewage disposal and three had approved water supply. Two-thirds of the population used well water.

Shortly after the survey was made but before all results were taubulated, a young physician located in Pleasanton. A modern medical building has been erected with office space for two doctors and a well-equipped emergency room. This doctor also opened a part-time office in Blue Mound, 20 miles away. Recently another doctor leased this office and keeps it open five afternoons a week.

LaCygne, the second largest town, recently completed a drive for funds and will build a modern nursing home for 35 patients in that town of 800.

Early Accomplishments

Using equipment furnished by the Pleasanton doctor, volunteer members of PTA groups and home demonstration units were trained to give sight and hearing tests. All grade school children and pupils in three high schools were examined, with 130 found to have sight difficulties and 60 hearing trouble.

A crippled children's clinic has examined 24 patients and a second will be held this summer. Over 5,000 polio shots and 800 smallpox and triple vaccinations have been given by the one doctor since the survey.

Nearly 1500 adults took advantage of the free chest X-ray at the last visit of the mobile unit from the State Tuberculosis Association. This was a significant increase over the number checked at the last visit of the unit. At a diabetic screening center set up by the State Board of Health at the county fair last year, 144 persons were given blood tests.

Several meetings have been held to present the findings of the survey. Home demonstration unit health chairmen took these findings to their meetings with suggestions of services that members could give. Volunteers have served willingly at all times.

There is a long road ahead for Linn County, but people have made a start. They felt the need, recognized the problem, and did something about it. Results were accomplished by the people themselves working together for a better county.

BETTER COMMUNITIES

(Continued from page 217)

quality is the development of latent leadership. Many people that formerly never spoke in public now make reports regularly at club meetings and in other ways have developed their talents to promote more aggressive citizenship. As a result, many communities have received better roads, more efficient electric service, a telephone system, and other benefits.

Working together creates responsibility, personal achievement, and unselfishness. Not all communities, however, pool their strength harmoniously.

One community, for example, began under stress because two factions of opinion developed. But, these differences were settled in an unselfish attempt to favor the community as a whole. The people later worked together so well that the community was a district winner in the State Community Development Contest.

New skills and attitudes improve family and home life as well as community life. Cooperative undertakings not only strengthen personal ideals and philosophy but also develop better understanding of other people.

Community fellowship strengthens friendly and Christian attitudes and relationships, as well as establishes a pleasant social contact. Most communities have developed opportunities for fellowship and recreation—lakes, playgrounds, and supervised recreational programs. To promote better health, many communities have campaigned for home gardens to improve diets, polio vaccinations, chest X-rays, and a blood bank.

Community projects have inspired individuals to improve self, home, and community. And when people seek intelligent well-ordered homes and a happy, healthy family life, then the strength of the nation rests on a firm foundation.

WHAT AND WHERE

(Continued from page 204)

Man is a social animal, preferring to live in contact with others, not in isolation. And certain economic and social needs require common actions, common centers of activities, common attitudes.

The difficulty in meeting these needs and developing community cohesion is a major source of tension and dissatisfaction in many places where community structure is in rapid transition. This presents a challenge to Extension and other agencies to take steps which will preserve local unity and leadership where it is slipping away—to create cohesion where it is lacking or slow in coming.

Forming a community or neighborhood improvement club to take over the abandoned schoolhouse is a case in point. Many other steps can be taken to preserve feelings of community attachment and unity, or to speed up the creation of new unity where it is struggling to develop.

How Extension Fits In

What does all this mean for Extension? The important thing is that we try to better understand the community structure of our counties and develop our local extension procedures accordingly. We can be a force for strengthening community life and all that goes with it.

The community is a useful concept for program planning and action. Research and experience are providing more and more evidence that it is both sound and practicable to think and to do things the community way, adapted to local situations, of course.

The people and the problems and the areas of various contacts may constantly change through the years, some in a big way and some only slightly. But people have always thought community-wise and they always will.

METHOD AND TOOL

(Continued from page 205)

cluded a livestock farmer, motel owner, banker, power company official, housewife, livestock rancher and auctioneer, welfare administrator, postmaster, and supervisor of natural resources.

The steering committee took the initiative in organizing the present county planning council. Most committee members are still serving on the council to insure continuity. And the council and its 10 committees are now carrying forward the program of resources development initiated by the steering committee.

These committees have been set up over a period of 2 years as the need for additional study of problems was recognized. The committees, functioning as the planning vehicles for the county, include agriculture, industry and employment, tourist and recreation, forest use and management, transportation and communications, better living, education, public policy, mining, and youth.

Several committees have found it necessary to supplement the county-wide surveys with local ones to fill in the picture, community by community. The junior college committee, for example, obtained the help of residents of a proposed college community to survey housing, recreation and building sites.

A customer keeps up with recreation news in the Tourist Trapper, posted in utility office.

The tourist and recreation committee made a county-wide inventory of tourist accommodations, attractions, and recreational facilities. The information obtained is being used as a basis for planning economic development and for expanding tourist facilities.

Thus, by a systematic appraisal of resources, the citizens of Stevens County are learning a method whereby they can understand themselves and better plan for their ultimate satisfaction.

KEEP MISSOURI

(Continued from page 210)

ments in home town papers. Sister groups—business and professional women and garden clubs—helped out with contributions.

How does a campaign of this size get rolling? Partly through planning, partly through snowballing in a field wide open to the growth of good ideas.

This one began in August 1958 when delegates to the annual Home Economics Extension Club Council voted Keep Missouri Beautiful as their theme for 1959. In the counties, campaign plans were brewing months ahead of Home Demonstration Week.

Early in the year, the State Office issued mimeographed suggestions to home agents and county council presidents for poster contests, the anti-litter campaign, and giving directions for making litterbags. We suggested coordinating community planting programs, and passed along information from the Conservation Commission on forest fire prevention. The latter was important to the forested Ozark counties as their means of helping keep Missouri beautiful.

We suggested that county committees write to Keep America Beautiful, Inc., a non-profit national organization, for literature and other promotion materials for anti-litter campaigns. This includes a Keep America Beautiful film which clubs used for family night meetings, also bumper stickers, litterbug stamps, and booklets for school children.

As a followup, extension clubs have already chosen for next year's theme, *Plant* to Keep Missouri Beautiful. They received practical advice from university horticulturists at the State council meeting this August.

Why has the Keep Missouri Beautiful program been such a success? Mrs. Katharyn Zimmerman, State leader for home economics extension, says, "It's a success because it is an action program. Club members like it because they themselves are in the act. The work is not done for them, but by them. This has proved to be an excellent way to bring home economics extension work before the general public."

As a result of these special Home Demonstration Week activities this year, 185 new members joined established home economics clubs and 10 new clubs were formed.

The important results are seen in the renewed spirit of cooperation among club members from having worked hard together to accomplish a goal, and in the fact that Missouri now is actually more beautiful and more likely to be kept that way by an aware public.

TEAMWORK

(Continued from page 213)

school district reorganization, community calendars, federated fund-raising programs, a swimming pool, industrial development, extending public library service, dealing with farm problems and promoting clean-up and paintup programs.

There has been followup. It was agreed that the local manager of the utility company and the county extension director should spearhead followup work. The county seat immediately set up a planning council and initiated a community improvement program. Another community soon followed suit.

Ringgold County doesn't have great community improvement accomplishments to report as yet. They are making progress at a number of points such as school district reorganization and developing community calendars.

Their basic approach is thinking in terms of long-time developments. They are viewing the 360° circle of community life and proceeding with logical steps in community action.

WORKING TOGETHER

(Continued from page 206)

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Early in the year, the State Office issued mimeographed suggestions to home agents and county council presidents for poster contests, the anti-litter campaign, and giving directions for making litterbags. We suggested coordinating community planting programs, and passed along information from the Conservation Commission on forest fire prevention. The latter was important to the forested Ozark counties as their means of helping keep Missouri beautiful.

We suggested that county committees write to Keep America Beautiful, Inc., a non-profit national organization, for literature and other promotion materials for anti-litter campaigns. This includes a Keep America Beautiful film which clubs used for family night meetings, also bumper stickers, litterbug stamps, and booklets for school children.

As a followup, extension clubs have already chosen for next year's theme, *Plant* to Keep Missouri Beautiful. They received practical advice from university horticulturists at the State council meeting this August.

Why has the Keep Missouri Beautiful program been such a success? Mrs. Katharyn Zimmerman, State leader for home economics extension, says, "It's a success because it is an action program. Club members like it because they themselves are in the act. The work is not done for them, but by them. This has proved to be an excellent way to bring home economics extension work before the general public."

As a result of these special Home Demonstration Week activities this year, 185 new members joined established home economics clubs and 10 new clubs were formed.

The important results are seen in the renewed spirit of cooperation among club members from having worked hard together to accomplish a goal, and in the fact that Missouri now is actually more beautiful and more likely to be kept that way by an aware public.

TEAMWORK

(Continued from page 213)

school district reorganization, community calendars, federated fund-raising programs, a swimming pool, industrial development, extending public library service, dealing with farm problems and promoting clean-up and paintup programs.

There has been followup. It was agreed that the local manager of the utility company and the county extension director should spearhead followup work. The county seat immediately set up a planning council and initiated a community improvement program. Another community soon followed suit.

Ringgold County doesn't have great community improvement accomplishments to report as yet. They are making progress at a number of points such as school district reorganization and developing community calendars.

Their basic approach is thinking in terms of long-time developments. They are viewing the 360° circle of community life and proceeding with logical steps in community action.

Getting The Facts

by ARTHUR H. CUTTER, *Strafford County Agricultural Agent, New Hampshire*

Editor's Note: The author was formerly agricultural agent in Coos County.

LET'S see how the other fellow operates. That's what Coos County folks said in considering a new farm enterprise for the county.

In October 1955, Coos was designated a pilot county for program projection. People from all walks of life were selected for the committee—farmers, businessmen, bankers, teachers, clergymen, and homemakers.

At the committee's organizational meeting, the purposes and functions of a program projection committee were pointed out. Several outstanding county problems were discussed generally at this time.

Following this meeting, considerable basic data were collected with the help of Silas B. Weeks, extension economist.

Leading Questions

One fact considered was the source of eggs in retail stores. Where did stores get their eggs? If local eggs were available, would people buy them? Would it be worthwhile to supplement income with eggs and poultry?

Here's what the committee learned. Coos was primarily a dairy county but some interest was developing in poultry. A high percentage of eggs consumed in the county were produced elsewhere. A study showed that one egg per capita per month was produced locally. Local eggs were sized but not candled or graded.

The committee felt that this failure to produce enough poultry products for county needs showed a promising area for agricultural expansion and diversification. The committee also believed that the county's climate was well-suited for hatching-egg production.

The next step was to see how poultrymen operated in other counties. So the committee promptly planned tours to two poultry-growing centers—Washington County, Maine and Rumney, N. H.

In Washington County, the committee tried to appraise how the introducion of the hatching-egg industry had affected the area. What was the effect on individual growers and the general community? A second purpose was to appraise management, credit, and other adjustments to a new industry.

Washington County, in many respects, is similar to Coos County. Both are relatively isolated and almost untouched by tourist trade or by expansion in industrial, housing, and other economic activities characteristic of many areas. Population is approximately 35,000 and declining; young people are the county's biggest export. Its economic base is pulpwood, blueberries, and a declining fishing industry.

Survey Findings

The Coos County group visited the Washington County agent, two bankers, the FHA office, and three hatching-egg producers. They learned these facts:

- The hatching-egg industry had a significant economic impact on the area. Substantially large sums of money were spent on new buildings, equipment, and growing birds. It was estimated that gross income increased approximately $600,000 in the county.
- Growers had favorable price relationships and netted $2.50 to $3 per bird.
- The operators visited had no previous experience in poultry, having formerly been in the fish business. Under supervision of the con-

(See Getting Facts, page 222)

Problems Lead to Opportunities

by H. A. PONDER, *Franklin County Agricultural Agent, Alabama*

WHAT can we do to save the school?" This question, brought up at a farm meeting in 1949, triggered organization of the Union Community Club.

The local school was to be changed from a junior high to an elementary school. Some residents felt that this was a step toward completely closing it.

When the school question came up, the county agent suggested that school patrons and other citizens band together in a community club. He pointed out that an organization working together could accomplish more than individuals working alone.

The group voted to organize a community club and elected officers. Meetings are held monthly, with the county agent or another extension worker usually attending.

Farming Improvements

The community is made up of small farms which require good management to efficiently utilize land, labor, and equipment. Most farm families need supplemental income to make an average living.

Soil building is of prime interest to all the farmers. Before the community club was organized, little fertilizer was being used in producing corn and cotton. Yields were as low as a half bale of cotton or 10 bushels of corn per acre. Using research information provided by extension workers at club meetings, farmers now average a bale or more of cotton or 50 bushels of corn per acre.

Broiler production was introduced

(Continued on next page)

to the community in 1951 as a possible source of supplemental income. The first 4,000-bird house served as a demonstration to other farmers in the community. The owner gave regular progress reports, including actual costs and profits.

From that one producer, the industry has grown to 47 producers with 83 broiler houses and a capacity of 534,000 birds. Some people feel that Union Community would not exist today without broiler production. Now farmers don't talk of seeking work in industry; instead they talk about producing top quality broilers more economically.

Women, too, participate in club activities. Last year, they requested that a home demonstration agent give a short demonstration at one meeting. This reached many women who work and are unable to attend regular club meetings.

Union Community enrolls each year in the State Community Improvement Program, sponsored by an insurance company, State Chamber of Commerce, and Extension. The club has been sponsored in the contest by banks, civic groups, and feed dealers.

Many problems confronting the community have been solved through the cooperation of community club members. It has brought the people of the community closer together and has instilled a desire to help one another.

YOUTH LEARN

(Continued from page 214)

As adults, we all are a little more inclined to show interest in such things as water conservation, testing, and watershed management when our youngsters come home with action-packed plans for learning by doing.

In Michigan, resource development is becoming an integral part of the 4-H Club program. As more emphasis is placed on conservation education for both resource development and youth development, there is a trend toward a dynamic community improvement program. Acquired skills and understandings are important, but even more important are the attitudes developed as a result of understanding resource conservation.

Prescription for Community Service

by GORDON WOODROW, *Okanogan County Agent, Washington*

TAKE Okanogan County, with its 5,500 square miles and 2,200 farms. Add the enthusiasm of youth and mix with a few suggestions. That's the prescription that produced our 4-H community service program.

Although we have never had a formal written program in community service, accomplishments have been worthwhile. And in youth development, we are stressing citizenship, courtesy, and community interest through individual and group projects.

Extension first became involved in a community project as a result of the difficulty in locating farms and ranches scattered over the county. To facilitate the location of farms by new people, signs for farms and side roads were suggested. With metal stencils on a loan basis from the extension office, name signs began to appear on county farms.

In 1950, a 4-H exhibit building was needed for the county fair. After an agreement with the fair association, 4-H Clubs raised $1,000 through the sale of booster buttons. This money and 4-H labor built the exhibit building. When the building needed repainting in 1957, 4-H clubs purchased materials and painted it. As a result of this and other fair duties, 4-H leaders and members have developed great pride in fair exhibits.

Serving Others

Another aspect of community service is the art of giving unselfishly to less fortunate people. 4-H clubs throughout the county are regular contributors to charitable institutions. Rando Manor, an independently supported farm and home for neglected children, is a regular recipient of toys, cash, clothing, and food donated by 4-H clubs.

Several clubs prepare food baskets for needy families during the holiday seasons. One club bakes and serves cake and cookies to members of a home for the aged.

One unusual club activity has developed. Club members learn to gift-wrap presents they make for shut-ins and hospital patients.

On the lighter side is recreation. One town club conducts weekly teenage dances in a hall provided by the club sponsor. Rules, set up and enforced by the club, have made this a popular activity.

Shared Projects

Another club, in a rather isolated community, developed a skating rink in an unused store building. This is enjoyed by everyone in the community.

Several clubs, with other civic organizations, have contributed money and labor toward community park development. One club started a park beside one of our county lakes. Members are constructing picnic tables and beautifying the area in general.

Spiritual development is also being emphasized by 4-H'ers and their leaders. Many clubs attend church in a group on special Sundays. Clubs in one community observe National 4-H Club Sunday with an early morning outdoor church service. They serve breakfast to community residents after the service.

Many 4-H'ers are corresponding regularly with their counterparts in other countries. This contributes to better understanding of people in other lands.

These are a few of our community service activities. They have grown somewhat like "Topsy" but they have been effective. The philosophy behind these activities might be summed up: "To live each day, dividing it into work, rest and relaxation, service to others, and worship of God."

FRAMEWORK

(Continued from page 207)

the lowest contribution to the average family income.

The survey indicated that 69 percent of all rural residents earned less than $2,500 from all sources. It also indicated that 58 percent of the farm group are part-time farmers. And out of the 42 percent full-time farm group, 40 percent had incomes of $2,500 or more.

Farmer's Capital Situation—Farmers of the county have a tendency to not overborrow, former agent Ward said. Based on what the farmer estimated it would pay him to spend on improvements, the average farmer thought (a) he needed $2,772 to invest, (b) he could borrow $1,605, (c) he would borrow $1,060, (d) he planned to invest $1,081 and, (e) he planned to borrow $414.

Family Living—Approximately 80 percent of the farm families have gardens but only one-fourth preserve enough vegetables for home use. Forty percent produce eggs for home use, 25 percent an adequate milk supply, 22 percent slaughtered a beef supply, and 49 percent slaughtered hogs for home use.

Electricity is available to most farm families and approximately 85 percent use it. However, electric appliances don't approach the same percentage. Radios are in most homes, mechanical refrigerators in 80 percent, running water in 33 percent, and inside bathrooms in 25 percent.

Pulling Together

Through the Rural Development program, all organizations of the county are developing a unified program based on facts brought out in the survey.

The industrial committee made one of the earliest and greatest contributions to Choctaw County's underemployed rural population. A glove factory, obtained by community effort, now employs 150 people, two-thirds of whom are women.

A cannery enlarged its operation to employ more personnel. A section was added for winter-time canning to maintain a year-round operation.

A factory has been put into operation to make frames for innerspring mattresses. This uses local wood products and local labor.

A second creosote treating plant went into operation this year. It employs 40 or more persons and is a market for local timber. Numerous sawmills in the area create a supply of rough lumber for barn construction and other uses.

The county health department undertook an intensive drive to raise health standards. A committee has been working with the sanitation project of the city of Hugo, including a cleanup and vector control program. Two other communities have initiated cleanup projects.

The 16 white and 10 Negro Rural Development Clubs have carried projects on health and increasing farm family incomes by using available facilities.

Livestock men have formed an organization for performance testing of beef cattle. Price obtained per animal doubled at the Choctaw County sale last year chiefly because of this work. Farmers now have 39 bulls on feed test for a sale this winter.

Choctaw County has many idle acres of land and it is important that this acreage be put into production. The Soil Conservation Service has helped people to obtain equipment to improve their land.

The county soil laboratory is giving direction as to the best treatment of land to obtain maximum production at minimum cost.

Home demonstration clubs and rural development clubs have encouraged farm families to produce and preserve more food for home consumption.

The youth committee has also been active. More than 500 boys participate in the Little League and Pony League baseball program. Two committee meetings have been held this year to expand youth activities. An effort is being made to obtain greater parent-leader participation in the 4-H Club program.

Yes, progress is being made in many directions. It started from the survey which gave people a framework for analyzing their resources and becoming aware of their potential. And progress is continuing because all groups are pulling together.

GETTING FACTS

(Continued from page 220)

tracting company, they were doing a good management job and keeping excellent records.

- Local bankers showed positive interest and approval in this hatching-egg development but had not laid any cash on the line. They indicated they would accept FHA "graduates" or would finance "people they know who had some equity to start with."
- There was general belief among both professional people and growers that this industry was sound and good for Washington County.

Later Results

Based on these findings, the program projection committee felt that such an expansion might be a good source of additional income to Coos County and would improve dietary standards as well. A subcommittee, with representatives of extension and the poultry industry, evaluated the hatching-egg industry potentials for the county and presented their findings at a public meeting.

Several farmers indicated an interest, but wanted to see how the "other fellow makes out." One man decided to sell his cows and shift from dairying to hatching-egg production. Three others supplement their present business with this phase of poultry. The outlook is bright for an expanding poultry business in the county.

In summarizing, the following quote from the Scope Report represents the process through which poultry was established in Coos County. "In performing its function, Extension operates informally, in line with the most important local needs and opportunities, and with respect to both short-time and long-time matters of concern. It joins with people in helping them to: identify their needs, problems, and opportunities; study their resources; become familiar with specific methods of overcoming problems; analyze alternative solutions to their problems where alternatives exist; and arrive at the most promising course of action in light of their own desires, resources, and abilities."

PUTTING WORDS INTO ACTION

by ERNEST EHRBAR, *Brown County 4-H Club Agent, Wisconsin*

Photo courtesy Green Bay Press Gazette

Mailboxes were painted and stenciled in community service project of Wisconsin 4-H'ers.

"For my club, my community, and my country," is often repeated by 4-H Club members at their meetings. In Brown County, 4-H'ers have put these words into action. Last year three clubs worked on projects which illustrate how 4-H benefits the community.

The 21 members of the Beauty Grove Badgers decided that their community needed a ball diamond and park. Cancellation of a game due to lack of facilities was the stimulus for the members to build a park which could be used by community groups.

Club leader William Hock discussed the problem with the town board at the annual meeting. The town owned five acres of land adjoining the town hall. The board gave the club permission to remove the fence and clean up the area.

Ways and Means

County highway construction equipment was used to smooth out the surface and replace the topsoil. One club member furnished a tractor and drag to help level the surface. Other members pitched in to remove stones and construct the backstop. Then the field was seeded and trees planted. Long range plans include additional trees and fireplaces.

The club raised money for the project by sponsoring county-wide roller skating parties.

The park facilities are available to all groups in the community. Adults in the area are enthusiastic about what was accomplished by this 4-H club.

A community meeting place was the project undertaken by the Briggs 4-H Club. An unused part of the school basement was cleaned up and painted by club members.

Members furnished the paint and made curtains for the schoolroom as well as the meeting room. Paint, curtain materials, and other supplies were purchased with funds raised through square dances and roller skating parties.

Echoing Reactions

According to the leader, Mrs. Ronald Goolsbey, all 24 club members were enthusiastic and helped carry out the project. At its completion, a barbecue supper was given to the school board and the public. The program included a dress revue and skits.

All indications are that 4-H will continue to grow in this area. Comments from the community show that this new meeting room gives the school children a good place to play in rainy weather and makes an excellent meeting place for all community groups.

The Growing Tribe 4-H Club centered their community service project on painting approximately 75 mailboxes. Club members felt that cleaning and painting the mail boxes would help make the community more attractive.

The first step was to contact the Oneida post office for approval of the project. The postmaster was so enthusiastic that he donated a gallon of paint.

The 42 members divided into volunteer communities to carry out the project, with a junior leader in charge of each group. Each team was assigned a neighborhood area.

The junior leaders contacted all box owners for permission to do the painting. No one refused. Then the committee cleaned up the boxes, painted them, and obtained the correct names of the owners. A week later, they returned to stencil names on the newly painted boxes.

Typical of adult remarks was, "We always hear about the bad things that youth are doing, but don't hear about the good. Now we have proof of their good work."

We in 4-H have an excellent opportunity and responsibility to work with youth to help give meaning to their pledge. Through the excellent leadership in these clubs, it was possible to analyze the problems and determine the resources needed to carry out the respective projects.

An objective of Extension is, "The development of people to the end that they, through their own initiative, may effectively identify and solve the various problems directly affecting their welfare."

4-H Club work offers real opportunities to help develop today's youth to become effective citizens of tomorrow.

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 920	Milk Goats—*Reprint*
F 1470	Care and Management of Dairy Cows—*Slight Revision, June 1959*
L 222	The Home Fruit Garden in the Northern Great Plains, Northern Mountain and Intermountain States—*Slight Revision, August 1959*

New Life for A Community

by JOSE GONZALEZ-SALDANA, *Extension Editor, Puerto Rico*

PUERTO Ricans are individualistic by nature. So they need to be motivated to develop their communities. Recognizing and solving problems together, they will develop into better and more useful citizens.

The residents of Cacao Alto are no exception, or at least they weren't until recently. Cacao Alto, located on the southeastern slope of the central range of hills, is near a reservoir used for irrigating sugar cane plantations in the lowlands. An irrigation channel crosses the neighborhood.

About 100 families, with an average of 1 to 6 acres of land, live in the area. They depend on off-farm employment plus what they can grow at home, for their living.

Community Problem

These families' only source of water was the irrigation channel. Many housewives had to travel a mile or more for a bucket of water for home use. They all bathed in the channel.

Since the water was not treated, disease struck. Several children died and many parents were sick and unable to work.

The residents realized that this situation was serious. Some of them came to the county extension agent for advice.

A community meeting was called, with municipal authorities and extension agents attending, to explore the problem and possible solutions. Some residents came reluctantly, others distrustfully, but all wanted to see what could be done.

The residents didn't have enough money to secure a safe water supply. The mayor offered some help but the municipal budget was too low to give them all they needed.

United Effort

The extension agents conducted meetings to acquaint everyone with the problem and the great enterprise they were to undertake. Then help was sought from the civic employment division of the State Department of Agriculture. This division offered to supply half the cost of building an aqueduct if the residents of Cacao Alto would supply the other half in labor and materials.

They obtained a drilling machine and pipes to run through the community. And the great task began.

Men came home after a day's work and operated the drill and laid the main pipe. Some worked every night for weeks and on holidays.

Every man bought pipes to connect to the main line and have running water at home. All worked hard to get pure water for their families.

Then the inauguration date was set, but a little too soon. Men had to work some days until 3 or 4 a.m. to have the water system ready for the big day.

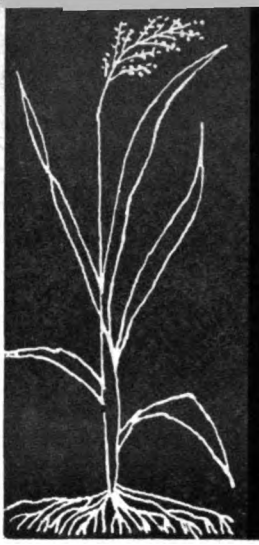
People from many nearby communities were there. Everyone wanted to see what these people had done. Visitors saw a 4,000-gallon water tank that would serve water under pressure to every house.

Today Cacao Alto residents have refrigerators, sinks, baths, and other modern home conveniences. The incidence of disease has been reduced. Water is tested regularly to assure its purity.

Some people have painted their houses, indicating a desire for improving their community which was practically nonexistent before. They feel more responsible and strive for more improvements.

Many examples of mutual help show that the water problem stimulated these humble people to join their resources for community improvement. As some said, they were born to a new community life. Extension thus played the role of developing in people a sense of belonging, a need to recognize their problems, and to solve them through coordinated efforts.

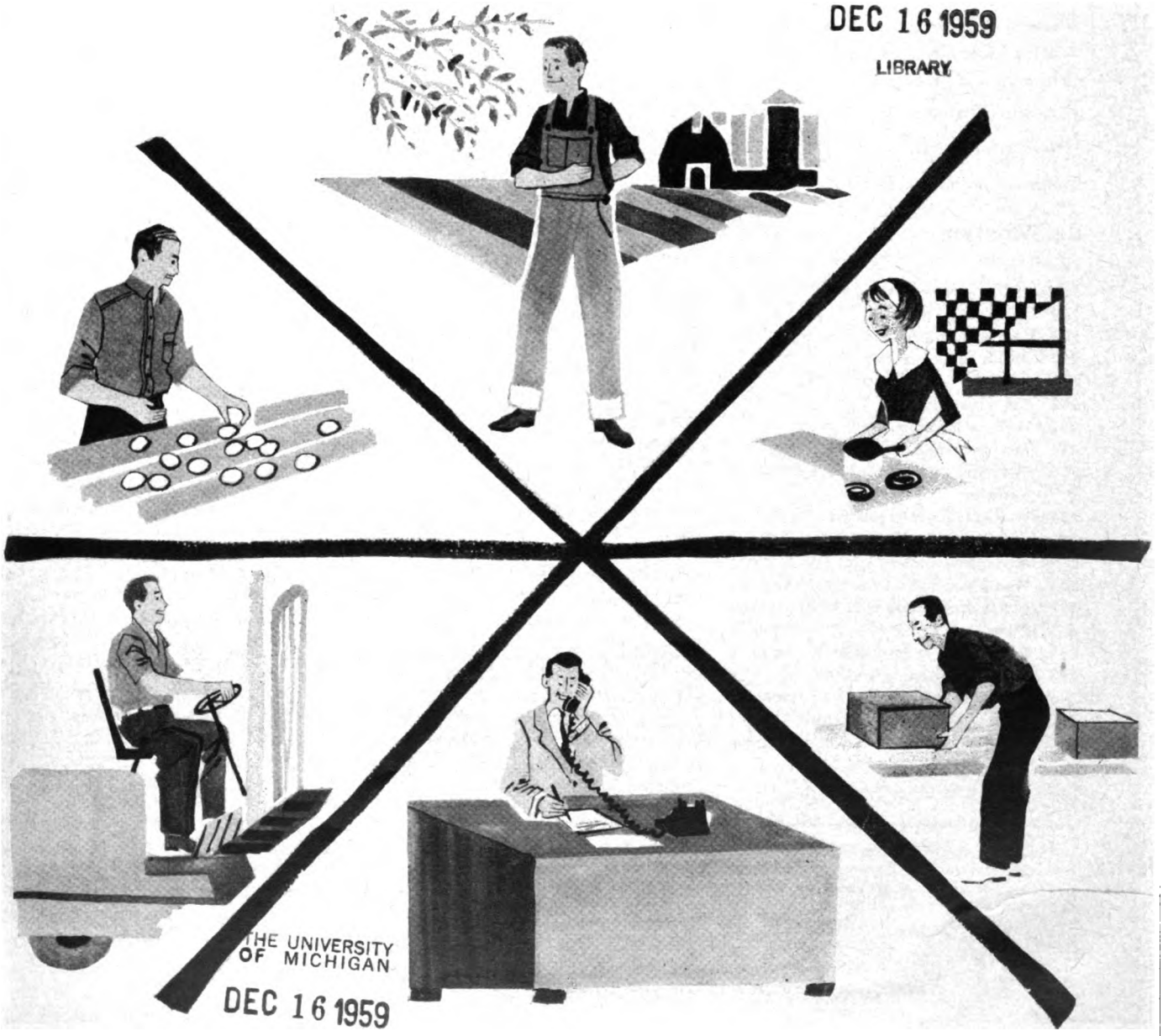
Everyone pitched in to drill well, install main pipe, and connect pipes to farms and homes.



EXTENSION SERVICE Review

NOVEMBER 1959

Efficiency in Marketing, Distribution, and Utilization



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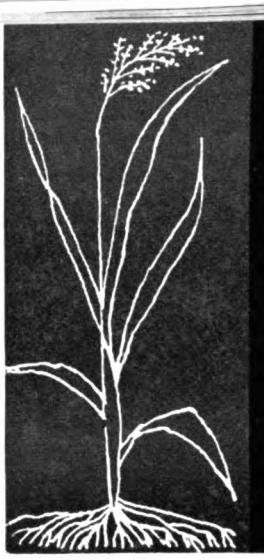

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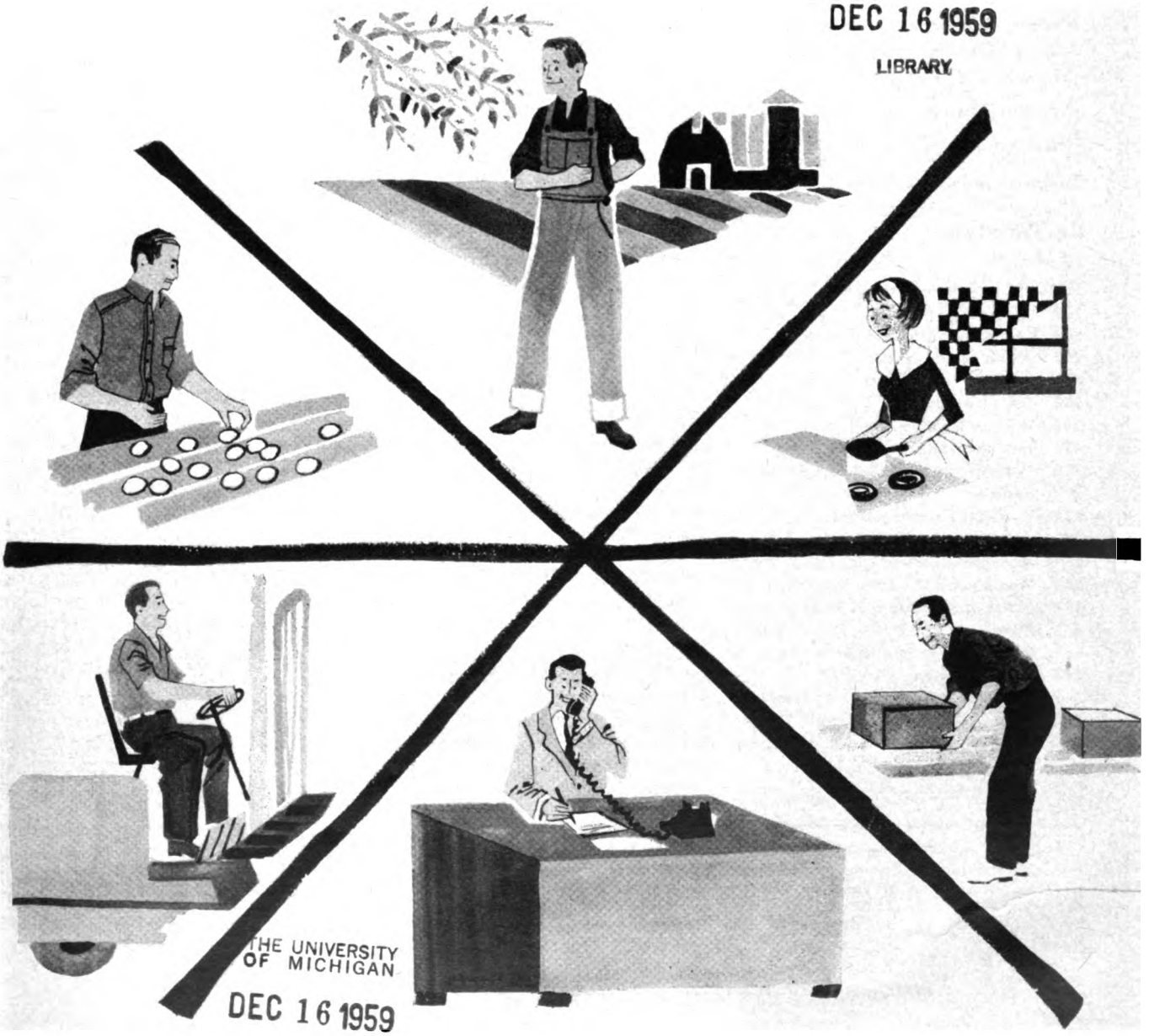


EXTENSION SERVICE Review

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. 30 **November 1959** **No. 11**

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

Division Director: ***Elmer B. Winner***

Editor: ***Edward H. Roche***

Editorial Assistant: ***Doris A. Walter***

In This Issue

EAR TO THE GROUND

One word—audience—comes up in almost every discussion about extension programs and methods. Who is our audience? Who are we trying to reach with our information?

This is perfectly natural, of course. We can't select the best channel or method for reaching an audience if we don't know who they are.

This word audience is particularly significant in extension marketing work. Marketing farm products is an intricate process. And the people at each step of this process represent a different audience for extension educational work.

Take potatoes for example. Today we can go to the supermarket and buy potatoes in a variety of forms—whole, instant flakes, frozen French fries, and even mashed as part of a complete frozen meal. These potatoes pass through a lot of hands from the time they are harvested until they reach the dining room table.

Obviously, no one person can keep up with the latest developments in every phase of potato marketing. So a team of extension workers has to keep up with these developments and bring the information to the proper audience.

Extension has been engaged in marketing educational work for a long time. In recent years, this work has broadened to cover the whole marketing process—every step in moving goods from the producer to the consumer.

In a way, these last few years have been like a "shakedown cruise" for a new ship. Every new ship is taken on a test run—to see what it can do and what changes need to be made, as well as to familiarize the crew with the equipment.

As Extension moved into this broader marketing program, we had to see what methods worked best and what changes had to be made. And we had to get Extension's crew familiar with what this new ship can do. We know, for example, that it takes specialists in several fields to bring information to the many different audiences. Just as it takes a crew of specialists to run a ship, it takes a team of highly skilled specialists to operate a marketing program effectively.

Throughout this issue, you'll see examples of Extension's crew performing their different tasks. Together, they are helping to improve efficiency in marketing farm products.—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. The printing of this publication has been approved by 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.

THE SCOPE OF MARKETING

by C. B. RATCHFORD, *Director of Extension, Missouri*

THE modern marketing system is a recent phenomenon. Not many years ago most of the marketing of farm products was performed by the farmer. Today, most of the marketing is performed by thousands of highly-specialized firms.

The marketing system also makes up an increasingly larger share of the total economy. This is due to marketing firms taking over functions formerly performed by farmers or consumers.

When most marketing was done by farmers, county agents provided valuable educational help in solving marketing problems. With a few notable exceptions, Extension did little work with the firms that gradually began to take over a larger share of the marketing functions.

Following passage of the Agricultural Marketing Act in 1946, Extension began to look seriously at the scope of marketing and its responsibilities in that field. These investigations resulted in the State Extension services, with the help of the Federal Extension Service, beginning marketing programs with consumers and with all sorts of marketing firms. Efforts at the farm level were also intensified.

The Job Ahead

Experiences of the last 12 years have helped clarify Extension's responsibilities in marketing. And they have provided valuable information on how the job can be accomplished.

Extension's responsibilities in marketing, distribution, and utilization include:

- Providing information to 4.5 million farmers to help them with decisions of what, when, where, and how to market their products. This includes consideration of the role of cooperatives in the improvement of agricultural marketing.
- Helping more than 1 million firms to increase their efficiency and improve their products through the use of research results. These firms have both economic and technical problems. Every kind of skill or knowledge included in the traditional extension staff, plus many others, will be needed to help solve these problems.
- Providing consumer families with information about quality, quantity, grades, supplies, and prices of goods, to help them decide what agricultural products to buy and when to buy them.
- Helping to develop a marketing system in which each service is performed efficiently and "signals" are carried quickly and accurately through the system from consumers to farmers and from farmers to consumers,
- Encouraging adequate competition to insure gains being distributed throughout the economy.
- Acquainting clientele with various other marketing services available—market news reports, facility loans, inspection services, sales under Public Law 480, grading services, and many others.

This is a tremendous job, in terms of both clientele and range of subject matter. The clientele includes all farmers, marketing firms, and consumers. Scope of subject matter includes all disciplines traditionally included in agricultural colleges, plus many disciplines from other schools.

Extension has always done a creditable job of helping farmers with their marketing decisions. In recent years, considerable emphasis has been placed on consumer marketing. Aid to marketing firms and the marketing system need additional emphasis.

Getting the Job Done

Fundamentally, Extension's responsibility in marketing will be accomplished in the same manner as work in other program areas. In a highly-simplified form, the job in marketing is accomplished through helping the clientele—farmers, marketing firms, and consumers—use the results of economic and technical research. These results are made available within a problem-solving framework.

A number of states have shown how to successfully conduct extension marketing programs.

Teamwork of a number of specialists is necessary to solve broad marketing problems. Specialists already on the staff may need help from ex-

(See Scope, page 238)

A DECADE OF PROGRESS

by M. C. BOND, *Director of Extension, New York*

In appraising the educational work in marketing done by the Cooperative Extension Service during the past 10 years, one is impressed by the increased activities aimed toward consumers, firms, and persons engaged in marketing farm products.

Although farmers continue to look to Extension for dependable marketing information, many are performing fewer marketing functions as their businesses expand and become more specialized. Marketing is usually left to a cooperative or to others.

Food processors and packers, chain stores, and consumers are becoming increasingly particular about the size, shape, color, condition, variety, and type of farm product they buy. These and other factors are of real concern to the producer.

Extension programs have been developed to bring about a better understanding between farmers and millers, processors, ginners, packers, etc. They include demonstrations of grades and standards, made possible through cooperation with State bureaus of markets and State-Federal inspectors. Some of these educational activities have brought about changes in grades and standards and other types of purchase specifications.

New Areas

Relatively new fields for extension marketing work are educational programs for consumers and work with individuals and firms processing and retailing farm products. The methods used with these two groups differ.

Mass media—press, radio, television, and newsletters—are widely used in the marketing educational program for consumers. Specialists and county workers prepare and present information which will help consumers buy more intelligently. This program is aimed at understanding variations in supply; selection, care, and use of products; and a better understanding of the marketing system.

Home demonstration agents participate in localizing marketing information prepared by specialists. Many regularly provide information for the local press, radio, and TV. County agricultural agents frequently participate when locally produced farm products are receiving attention.

Direct Approach

Educational work with retailers and wholesalers requires personal contacts and demonstrations. Although the results of more and more research are becoming available, the operators of retail and wholesale businesses do not readily understand the results or know how to interpret them in relation to their own operation.

Successful extension work with proprietary marketing firms requires a willingness to approach the problems from the firm's point of view rather than from the point of view of "society" or "agriculture." Many extension workers are so accustomed to one or the other of these approaches that they find it difficult to accept the new approach.

The new orientation, however, does not conflict with the old, for many of a firm's problems are common to the field of farm marketing in general. Unless the extension worker looks at the problems from the firm manager's point of view, he will have little opportunity to introduce new ideas.

One effective way of carrying on educational work with this group is by demonstrating the application of research results in a retail store or wholesale warehouse. To do this, the marketing specialist or agent must have special training and a good understanding of the business operation. Persons engaged in this phase of marketing are eager to apply the results of modern technology when they understand the application.

Training of personnel responsible for handling perishable farm products is a concern of all firms engaged in this business. Publications and other materials that can be used by store operators and supervisors in training produce, dairy, and meat department employees are of increasing significance because of the rapid turnover of employees in these departments. Firms also appreciate help in developing training schools and obtaining teachers who can instruct in human relations, personnel management, inventory control, and similar areas.

Changing Practices

Some unusual educational work has been done with processors. Many new products and processes have grown out of the research work done at the regional utilization laboratories of USDA. Extension specialists have helped interpret the results of this research to firms which process and manufacture agricultural products.

Tremendous changes have taken place in packaging farm products during this 10-year period. New packaging materials and changes in the kind and size of packages called for extensive research with the help of specialists in several fields.

With the help of the land-grant colleges, USDA, and State bureaus of markets, Extension has moved toward a much more complete and effective educational program in marketing. Much is yet to be done. To make food and fiber available to consumers as they want it calls for the best possible use of new knowledge by all who may be involved—farmer, processor, manufacturer, wholesaler, retailer, and consumer.

The County Agent's Role in Marketing

by PAUL O. MOHN, *Federal Extension Service*

WHERE do we fit into an educational program with marketing firms? This is a question frequently raised by county extension workers. And there is no pat answer. On the other hand, the question should not be evaded.

There is no question as to the county agent's role in working with farmers on questions of what, where, when, and how to market. The county staff formally or informally "cranks" marketing into its overall program with producers and homemakers.

Some say that by and large this should be the extent of county staff activities in marketing. Several arguments are used in this behalf. Perhaps two of the most common are: most marketing firms do business in more than one county, so work with them must be carried on by folks who can operate in a more compatible geographical atmosphere; and county staffs usually do not have the background and training required for highly specialized marketing work with firms.

There are some phases of marketing firm work that county staffs should be expected to handle. This includes working with firms in developing 4-H marketing projects and work with shipping point firms in organization and operational efficiency. Whether work is undertaken in this latter respect depends to a considerable extent on the amount of specialization of the county staff member.

There are many jobs to be done. County staffs are pressed to conduct educational programs in a multitude of fields. Marketing work with firms is just one of these fields.

Extension programs with firms marketing agricultural products have been given impetus only during the last decade. The Research and Marketing Act of 1946 provided funds for greater emphasis upon marketing. Opportunities were recognized to improve overall efficiency in agriculture by working with marketing firms as well as educational programs in marketing with producers.

The demand by marketing firms for extension educational programs has created problems of staffing. Some States have, in fact, experienced difficulty in staffing even at the specialist level with the discipline and training required to do a competent job.

Administrators must allocate scarce resources of State and county personnel among many alternatives. And each county staff member has responsibility for allocating his time within his scope of responsibility. Each is expected to make his contribution where he can do so most effectively.

For example, it seems illogical that a State soils specialist would work directly with a farmer in demonstrating soil sampling procedure. This is a task most county agents are fully competent to do.

Sharing Jobs

When it comes to assisting an apple processing plant in materials handling, it doesn't make sense for the county agent to develop competencies in this field since he may have few such processors in his county. A State or area specialist, on the other hand, could justifiably develop such competencies since there may be quite a few apple processing firms scattered throughout the State.

In some cases agents with specialized training and interest in marketing can make significant contributions to extension marketing programs with firms. In many instances they tie in with firm marketing programs to complete Extension's overall educational responsibility.

In the case of the apple processing operation, for example, changes in packing house operations may result in changes on the farm. Here the county agent helps interpret these processing changes and their implications upon production.

There is an increasing interest in marketing problems beyond the farm gate. County workers in several States requested, and received, in-service training on marketing. In some States there are trained marketing people on county staffs, just as in some counties there are trained entomologists, soil scientists, nutritionists, and administrators. Some counties

(See Agent's Role, page 246)

Add A New Dimension

by L. T. WALLACE, *Agricultural Economist, Indiana*

A COUNTY Rural Development committeeman asked, "What do we have to sell that people will buy?" Another answered, "Let's get the facts and find out!" These illustrate the purpose of the Rural Development Program—to stimulate local people to intensify their efforts to identify and solve their community's problems.

In effect, Rural Development groups are market analysis committees. Their main problem is: how to help underemployed people find a more profitable market for their labor.

The objective of this sweeping marketing effort by these fact-finding groups is to help underemployed farmers put more dollars in their pockets while helping them make their area a better place to live.

Rural Development uses a new, comprehensive approach to achieve these goals. It is not more of the same old thing. And it does not involve a duplication of extension marketing activities. Rather, it expands these activities.

Check Economic Situations

The economic problems facing people in areas designated low-income include more than farm production and marketing. Economic development of these areas may come about through some other route than agriculture.

These areas are characterized by unemployment as well as underemployment. Physical and capital resources are too few when combined with the human resources to afford local people a satisfactory income.

Sometimes the area's labor income can be increased by a better functioning of existing market institutions. More complete and more widely distributed job information through employment offices is an example. Sometimes a modification of the market institutions is necessary. Local Rural Development groups are such a modification.

Recognize Resources

How can these groups analyze a county for its market potential? First they must find out what it has to sell. Then they must think of ways to sell it profitably. And finally they must develop new resources and products for their market.

For instance, some southern Indiana counties are developing a market for scenery. Three county Rural Development groups decided their most plentiful resources were hills, dales, and streams. This meant the recreation industry had the most immediate labor marketing potential.

They formed a tri-county committee, which has more influence than the sum of separate groups. This group was able to speed up plans for an 1100-1200 acre lake.

Expert Advice

At some stage in their market analysis, county groups need technical assistance. Many outside agencies worked with the tri-county committee to provide information on water development and the tourist industry. The Soil Conservation Service, State Department of Parks and Conservation, Army Engineers, State Department of Forestry, Recreation Department of Indiana University, and Extension all contributed.

In another county outside help was used to analyze the potential of laying flocks. Purdue poultrymen helped prepare a publication that explored the profits of different egg production methods—including the alternative of staying out of the egg business entirely.

After the analysis, the county group encouraged a local feed dealer to develop both the market and production of quality eggs. Weekly marketing rose from 15 to 200 cases.

Marketing Labor

The same analytical techniques can be used in developing an off-farm labor market for farm people. Competition for industries is keen in the nation's more industrialized areas. So, local Rural Development efforts must be channeled to the most likely industrial prospects rather than all industry.

What products and resources a county has to sell can be determined in several ways. One southern Indiana county surveyed 94 percent of its population to get facts on labor force potential, composition, and health. Over 350 men and women from county health organizations and home demonstration clubs carried the questionnaires to almost 8,000 people. Another county obtained facts on labor availability and skills from over 13,000 people.

All Rural Development counties have information on transportation, taxes, sites, raw materials, utilities, housing, schools, etc. These economic and noneconomic factors affecting industry's location decisions are released to interested manufacturing firms. One group's use of this type of analytical marketing approach resulted in a shoe firm locating in the area and employing 400 people.

Education is an integral part of an area marketing analysis. School reorganization to improve facilities and curricula offerings help not only this year's graduates but future generations as well.

If you want to help your people discover what they have to sell and the most profitable ways to sell it, develop a total county marketing effort. Much as a business firm uses market research, your county can create a market analysis group to investigate both farm and nonfarm opportunities. It will add a new dimension to your marketing work.

Followup With Co-ops

by STUART BRABANT, *Henderson County Agent, Kentucky*

Over the years, extension workers have found many different ways to work with farm cooperatives. Techniques and methods depend on the area, the co-op, and the need.

Farmers often need help in starting a co-op. And lending such aid is an important function of extension workers. But the co-op may also need followup assistance. Our experience with a soybean cooperative illustrates the importance of followup.

In the late 1930's, soybeans offered an alternative cash crop to corn in the Ohio River bottomland. But this crop was fairly new and there wasn't a local market. Local farm leaders, meeting with extension farm economics specialists, felt that a farmer-owned soybean mill would increase interest in soybean production and furnish a market for beans in 15 or 20 counties.

Early Success

Conferences among farm leaders, specialists, and lending agency officials resulted in organization of a cooperative in 1940. The county agent participated in these meetings and helped arrange a trip by farm leaders to a soybean mill in Illinois.

The co-op got off to a good start. World War II brought good demand for beans and good prices. Growers and the cooperative prospered.

This went on until about 1950. Then for a 3-year period the mill did not make profits and did not pay dividends. Competition became more aggressive and some members sold their beans elsewhere. Rumors spread that the mill was losing money, that it might go under, that management practices and policy decisions had caused the trouble. Members began to talk about "the mill" instead of "our mill."

For about 5 years prior to this time, the county agent had felt that the mill was doing well and probably needed no further special educational help. Such was not the case. More work was needed.

In 1956 the county agent arranged a meeting of farm leaders and mill officials. Facts brought out were helpful in stopping rumors. Several such conferences were held during the following year, with the county agent and an extension specialist assisting.

Following these conferences, the board of directors arranged for State and Federal marketing specialists to study the mill's operations. Their analysis was presented in a series of district patron meetings in September 1957.

Improved Relations

As a result, the mill obtained much better understanding from its patrons and, therefore, much better public relations with them. At the same time, the management began to change operational policies for efficiency. With farm leaders looking after their business more closely, the mill came "out of the red."

Dividends were paid on all stock in 1958 and 1959, and a strong price structure was provided for beans during this time. Through good management, the mill "made competition." Volume of beans milled rose from 750,000 bushels in 1956 to 1,250,000 in 1959.

The mill is also providing a more integrated business for farmers. Formerly, beans were milled and oil and meal sold. Now much of the meal is mixed into protein supplements and sold.

At the present, the mill is in sound financial condition, membership relations are good, rumors are nonexistent, and folks talk of "our mill" instead of "the mill."

In 1955, a permanent test plot was set up in the county to run variety, fertilizer, and weed control tests, and obtain other production data. The mill has a leading part in this test field.

Each fall a field day is held at the plots for farmers in the area. Lunch is furnished by the cooperative and another mill in the area. Attention is focused on beans—outlook, production methods, marketing.

All this has resulted in improved production management. Last year Henderson ranked first in the State in soybean yield per acre.

Everyone Gains

One of the first principles of good marketing is to grow a crop for which there is an active demand and for which the land is well suited. Soybeans fit that description in Henderson County.

Working closely with the mill management, the county agent gets much help on soybean production problems. The mill, in turn, gets closer to its patrons. All this has resulted in an improved soybean industry in the county.

Farmers own a soybean mill which is making money. The mill, in turn, furnishes a strong, competitive cash market for their beans and bean storage in a bonded warehouse.

Yes, the followup is important in working with cooperatives. Educational work needs to be done with the management and the patrons. With encouragement, they will solve their problems.

Annual report of soybean co-op is discussed by co-op officials and Agent Brabant (right).

The Team Approach

by THEODORE W. LEED, *Marketing Specialist, Massachusetts*

Marketing firms team in action.

THE team approach has enabled Massachusetts extension workers to develop an educational program to help food marketing firms operate more efficiently.

The problems encountered by these firms cover several subject matter areas. Technical problems include food processing, materials handling, plant layout, equipment needs and utilization, work methods, packaging, and quality control. So an effective educational program with the firms requires competence in economics, marketing, food technology, engineering, and the commodity fields.

The objective of our extension program with food marketing firms is to promote more efficient processing and distribution of food products. To do this, we had to determine the problems that existed and the subject matter competencies needed to help solve them. The final step was to provide the means for utilizing the competencies of the extension staff most effectively.

To make a significant contribution to more efficient food distribution, Extension had to develop an educational program that provided both technical and management assistance to food marketing firms.

Team Lineup

Using existing organization and methods, Extension could not provide a total educational program to cope with the complex problems of modern food distribution.

So the marketing firms team was organized. This team provides a coordinated, interdisciplinary educational program for food marketing firms. It is composed of two food marketing economists, a food technologist, a food engineer, and a horticulturist. One economist is the project leader, responsible for subject matter contribution and coordinating team efforts. Other College of Agriculture and Business School staff members help when needed.

The Associate Director of Extension is responsible for administering the program. In addition, an advisory committee of three department heads helps direct the subject matter content of the program.

Each year the team and advisory committee decide the major problems facing the State's food marketing firms and where the greatest contribution toward improving marketing efficiency can be made. The response of the food marketing trade, the special competence of the team, and the fund of research pertaining to food distribution also influence the yearly objectives.

During the first 2 years the team has concentrated in food processing and retailing. A current project with a large retail chain illustrates how the team operates.

This firm requested help in improving fresh produce and frozen food operations and in developing a personnel training program. A thorough analysis was made of retail produce and frozen food operations with each team member assigned a specific job.

This project included analysis of product turnover, gross margins, expenses, man-hours, labor productivity, spoilage, sales performance and other operating data, receiving methods, product flow, materials handling methods, trimming, packaging methods and materials, merchandising, customer traffic flow and purchasing patterns, and management practices.

Report to Management

Each team member made recommendations for improvements. Then we prepared a single report to improve the operating efficiency of the frozen foods and produce operations of the chain.

The report was presented to top management of the chain by the entire team. Scale drawings, photographs, and movies were used to illustrate problems and suggest solutions.

The report was accepted by management and plans are now in progress for implementing suggested changes. Such a program which reaches policy-makers of multimillion dollar retail organizations should result in immeasurable improvements in food retailing in the long run.

The same technique is used with other types of retail food organizations. There are several instances where improvements can be measured quantitatively.

The success of any educational program can be measured, in part, by its acceptance. This program for marketing firms in Massachusetts has been enthusiastically accepted by processors, wholesalers, and retail organizations.

This acceptance is attributed to the

(See Team Approach, page 246)

Help for the Middlemen

by GEORGE M. ENGLAND, *Food Merchandising Specialist, Illinois*

NOWHERE in the marketing field are changes more pronounced and more vital to our economy than in the field of food distribution. More than 26 percent of typical expendable family incomes are spent on food. This fact deserves much consideration, especially in view of the present continuing rise in the cost of living.

Many changes have taken place in the past 10 to 12 years of extension food marketing programs. In the beginning, the marketing specialist conducted schools for food wholesalers and retailers to teach skills of trimming and displaying vegetables. Today extension workers consult with top management on the most efficient methods of operating the entire retail or wholesale operation.

Type of Assistance

The Illinois extension retail and wholesale marketing program was reactivated in 1957. Illinois has many national chains, cooperative independent food chains, small interstate chains, as well as many large nonaffiliated independent supermarkets. So a considerable amount of time during the first year was spent making contacts and explaining services available to retailers and wholesalers.

The acceptance of this program by the food trade has exceeded all expectations.

Some work with retailers has covered operational efficiency studies, store layouts, specialized accounting, customer flow studies, inventory controls, buying, personnel problems, etc. Many times the problems bothering the retailer are not under his control. The solutions to some may be found at the warehouse.

For example, with one group of stores some problems stemmed from the fact that truck deliveries were made at an inconvenient time. Backroom storage areas were poorly organized, due in part to overstocking, and resulting in multiple handling and inefficiencies.

These problems could only be solved by working with the warehouses, too. Since the trend in the food retailing has been toward larger sized markets with fewer outlets, more work has been done with individual firms supplying these outlets rather than individual stores.

Only in the case of an independent store does an analysis of the operation remain with just one store. In all other cases it is given to store owners and warehouse owners. Any material advanced in the report is available to all retailers within the group.

Many Uses

Warehouse owners use these reports for advanced training of store supervisors, store designers use them in designing more efficient stores, and warehouse supervisors use them for improving store deliveries.

The importance of working with both the wholesaler and retailer in order to correct inefficiencies cannot be overemphasized. In this way many inefficiencies can be remedied as the result of one analysis. Today many wholesalers do all the store advertising, store planning, store financing if necessary, personnel training, and store supervision.

In our program, we work closely with distributors as well as retailers. The average analysis of a retail operation takes about three weeks. It usually consists of grocery, meat, produce, dairy, and bakery departments in the selling area. The backroom analysis consists of produce, grocery, meat work and storage areas. Blueprints are included in the report to show areas before and after recommended changes.

When the analysis is completed, we sit down with top management to discuss problems and recommendations. Many times slides and motion pictures are used to emphasize recommendations. Then copies of the report are left with management.

Following Through

The final job is to follow through and see if the recommendations are used or if help is desired in carrying these out.

Several hours are spent with the warehouse management to explain the problems set forth in the retail analysis. Then store supervisors who work out of the warehouse have firsthand information they can use throughout their territory. This approach has netted wonderful results both at the warehouse and retail levels.

As an example, one chain revised an ordering system in all its stores in dairy, meat, frozen food, and produce. They also are using the revised layout recommended by the marketing specialist for newly planned stores. Delivery schedules for the warehouse to stores have been changed to the advantage of both.

Work with one of the cooperative store groups has netted the following results. Newly built stores of this group of 130 stores are adopting many recommendations set forth in a store analysis. Rearranging the grocery backroom layout according to recommendations has reduced the time spent in unloading groceries. Backroom produce work areas have been rearranged and new equipment in-

(See Middlemen, page 247)

From the Retailer's Viewpoint

by EDGAR L. SCHROER, *Director of Store Operations, Economy Food Center, Inc., Indiana*

At new trim-wash station, merchandise is positioned on trimveyor at work height. Trimming knives and work baskets are within easy reach of operator.

Like most small chains, we operate on a narrow margin. Labor expense accounts for about one-third of our total expenses. We employ 236 people to operate our 7 stores and 20 to operate the warehouse.

Funds available for training and personnel development are always limited. And we can't retain a store operations man to study and remedy problems in equipment and layout.

So, it is my job to head all of these functions—personnel operations, training, and general trouble shooting. You can rest assured that I, like most store operations men, depend on much outside assistance.

Reliable Source

One major source of information and one which we have come to rely upon is the Extension Service.

The monthly publication, Purdue Retailer, keeps us current on research and trade information. It stresses such subject matter as financial analysis, store layout, incentive plans for personnel, and work scheduling.

This year our store records were used in the Business Summary of Independent Food Stores. Purdue assembles operating data from a 100-store sample every 2 years. This not only projects trends in Indiana retail stores, but variations in income, expenses, departmental sales and gross margins, labor utilization, and physical organization for stores of different sales volume. And it points out why some stores make more money than others.

Each spring Purdue holds a food retailer clinic, a statewide meeting beamed at management. We always send a delegation and they receive much valuable information. Upon returning, these men report their impressions at storewide meetings.

We recently cooperated with Extension on a study of produce department operations. This educational approach brought us a system of operating our produce departments at reduced cost and improved quality.

Purdue specialists pointed out to us that much training and extension of research could be done by studying one of our produce departments. They offered to make the study and report their findings.

The specialists would help in instituting changes, training personnel, and in general assisting with the transition. Once this new system was established in a "demonstrational store," we would hold meetings to acquaint our other store managers and produce personnel with the new operations.

We agreed to release operating data and make available our demonstrational store for a citywide meeting so that other operators could observe what we had done.

Store Analysis

Extension specialists spent a week in one store, observing and taking detailed notes. They studied customer traffic in the produce area and noted all jobs, such as unloading, storing, trimming, wrapping, and servicing customers.

Saturday morning of that week, chain and store management assembled to hear the report. Specialists documented their report with color slides and customer-flow diagrams, as well as plans for reorganizing coolers and backroom work areas.

This was our top store. But we found ample room for improvement.

Briefly, excessive time and effort were required to buy, receive, store, handle, prepare, package, price, and display produce items. The method of scheduling and using labor worked against sales, quality standard, and labor productivity. Poor practices in quality control resulted in off-quality merchandise being sold.

Flow of customers through the produce department was not well planned. So some items and areas were not being shopped.

This report spelled out not only problems but suggestions as well. We agreed to followup on the suggestions 100 percent.

Some of the changes we made were: decreased handling of produce, widened backroom doors to handle larger carts, simplified produce trimming by installing a USDA-developed trimveyor, and moved the bottle return section out of the produce department, thereby increasing customer convenience.

Shared Recommendations

After things were running smoothly in our demonstrational market, we held a meeting of all store managers, department managers, and produce department personnel. At this session, our produce manager, backroom man, and service weigh station clerk described their jobs and demonstrated their work stations to the group.

About six weeks later, we opened our store for a city-wide meeting of all food retailers in the area. This meeting, arranged by the county agent was held after store hours.

(See Viewpoint, page 247)

Extension Work Related to

Marketing Research of Other Federal Agencies

by GERALD H. HUFFMAN, *Federal Extension Service*

As in all other fields of extension endeavor, the Cooperative Extension Service works intimately with many other Government agencies in carrying on its marketing educational program. Because of the magnitude of these relationships, this article will only attempt to review the close liaison which Extension maintains with agencies of the Federal Government and their research-related marketing activities.

Agricultural Marketing Service

Extension marketing programs rely heavily on facts and figures from the Agricultural Marketing Service.

This includes information about AMS service and regulatory programs (such as grading, inspection, cotton classing, P & S Act, PACA, Warehouse Act, Marketing Agreements and Orders, and four different types of food distribution programs, among other activities). It includes data from market news, crop and livestock reporting, situation analyses and outlook forecasts. And it includes research findings, which come primarily from four divisions engaged in marketing research. The findings of this research are used by Extension to conduct an effective educational program emphasizing the reduction of marketing costs for the benefit of farmers, consumers, and marketing firms.

Extension uses the research findings of the Market Quality Research Division in educational work with all types of handlers, processors, and other marketing firms concerned with farm product quality. For example, problems associated with insects and diseases in stored produce and temperature tolerance of perishables are of direct concern to this branch.

The phase of Extension's marketing program directed toward helping processors and merchandising firms bring out new products and packaging types acceptable to consumer tastes is based on research findings of the Marketing Development Research Division. The Marketing Economics Research Division provides Extension with research information on marketing margins, market organizational structures, pricing, and competition.

The Transportation and Facilities Research Division is concerned with ways of reducing labor and other costs at all stages of farm product marketing. Research generated by this unit contributes to the knowledge that Extension uses in its educational work with marketing firms. For example, extension work with meat retailers is strongly supported by research findings of this branch in receiving, blocking, cutting, and cooler room layouts; cutting practices; and wrapping, weighing, and displaying techniques.

Unquestionably Extension's marketing program receives a large share of its substance from the close working relationship between members of the AMS research staff and extension workers at Federal and State levels.

Agricultural Research Service

Extension is usually thought of as maintaining a close relationship with the Agricultural Research Service, USDA, in connection with efficiency in agricultural production and sound farm management research. ARS is also responsible for farm product utilization research, an important area in the total field of marketing improvement. Most utilization research is being done at regional laboratories in Philadelphia; New Orleans; Albany, Calif.; and Peoria, Ill.

The Federal Extension Service maintains close relationships with these laboratories and transmits the research results to State Extension marketing and other specialists. At present the Federal office has staff members working with three of the regional laboratories to provide continuous and intimate liaison between the important aspects of utilization research results and the marketing utilization phase of the extension marketing program.

Farmer Cooperative Service

Extension's marketing program benefits from close ties with the Farmer Cooperative Service, USDA, which carries on research on efficiency of operation of farmer cooperatives. Many results of this research have application to all types of firms that handle farm produce or provide farmers with supplies and equipment required to carry on their farming business.

The work of FCS relates to problems of farmers' marketing, purchasing, and related service cooperatives in the fields of management organization policies, merchandising, product quality, costs, transportation, efficiency, financing, and membership. Research results published by FCS are made available to extension specialists for use in their educational programs.

For the past several years, an extension workers' conference on farmer cooperatives has been held immediately preceding the annual meeting of the American Institute of Cooperation. Here FCS staff and cooperative leaders meet with extension specialists to discuss programs, research, and educational needs of farmers on cooperative problems.

Small Business Administration

In recent months the Small Business Administration has been working closely with the Federal Extension Service and North Carolina State College in developing management training units. These are for use of

(See Marketing Research, page 244)

New Uses for Farm Products

by G. W. IRVING, JR., *Deputy Administrator, Agricultural Research Service*

FINDING profitable use for more farm products is the most important agricultural problem of our time. Record-breaking production of almost all agricultural commodities underlines the importance of the Agricultural Research Service program to develop new uses for these commodities.

Utilization research, as this work is usually called, is an organized effort through science and technology to increase present uses for farm products and to develop new uses for them. Research is done to develop new and improved food and feed products, but present emphasis is on industrial uses where greatest opportunities exist for additional large volume markets. Among the commodities that lend themselves best to industrial use are cereal grains, cotton, animal fats, and vegetable oils. All of these are presently produced in quantities that exceed domestic demands.

Serves Entire Economy

Undertaken primarily for the farmer, utilization research serves the entire economy by supplying industrialists with further opportunities for investment, labor with new employment, and consumers with better products and services.

Research is showing that agricultural products contain substances with properties that make them attractive for industrial uses. These substances—oils, carbohydrates, proteins—can compete with nonagricultural raw materials for industrial markets. Utilization research is seeking ways to convert these substances to the widest possible variety of products so that industrial demand for the crops that contain them will increase.

Deciding which of the many ideas proposed for study will be profitable to pursue, from such standpoints as technical feasibility, economic considerations, and anticipated advantage to agriculture, is a cooperative undertaking.

Groups within and outside the Department help with program planning. Some 25 commodity and functional advisory committees, composed of nongovernment experts, review our programs annually and point out areas needing emphasis. ARS has a product and process evaluation staff which is responsible for continuing studies of commodities, products, and competing raw materials and products. This staff works closely with the Marketing Development Research Division of the Agricultural Marketing Service.

Outside of the Department, we maintain close working relationships with research people in industry and with research committees of the trade associations. These individuals and committees know industrial products and problems. Through them we learn what kinds of products industry is seeking and we are better able to "tailor" agricultural raw materials to meet their requirements.

Extension also plays an important role in utilization research planning. Extension representatives in the utilization research laboratories help keep industry's needs before us. While a primary function of the utilization specialists is to take our results to industry, they also bring back valuable information concerning industry's interests and requirements.

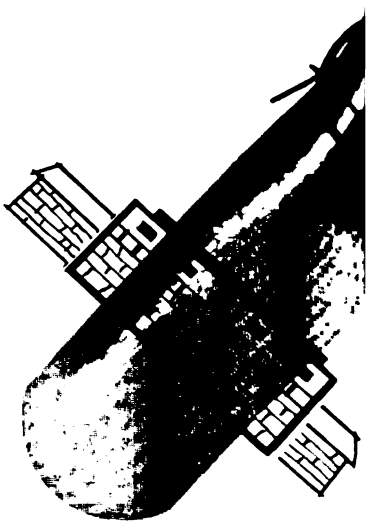
Some Accomplishments

Cooperative efforts between the chemist and the corn breeder have succeeded in developing a new hybrid corn with starch containing 55-60 percent amylose, compared to the ordinary 27 percent amylose. Such things as packaging films, bonding agents for paper, textile fabric finishes, and ingredients of molded plastics can be made from it.

Corn having an amylose content as high as 82 percent has been found and has stimulated research efforts and industrial interest in the potential applications of this new agricultural raw material "tailored" for industry. Full, successful exploitation of high amylose corn may trigger intensive research to breed special properties into other crops that will better fit them for industrial uses.

Other research on corn has developed an inexpensive way of making a new chemical called dialdehyde starch. This is a tanning agent and, if used as a pretan for sole leather, it permits subsequent vegetable tanning operations to be carried out in one week or less instead of the several weeks usually required. Commercial use of dialdehyde starch as a tanning material may not only provide additional markets for corn but could place leather in a better position with plastic competitors.

(See New Uses, page 238)

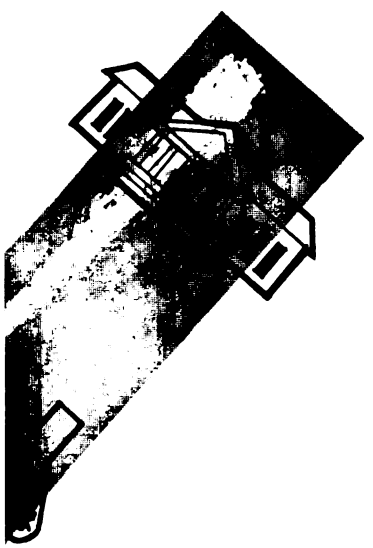


Only the Beginning

by **OMER W. HERRMANN, *Deputy Administrator, Agricultural Marketing Service***

TODAY we see all around us the handiwork of vast technological progress in agriculture and agricultural marketing. We see it on the farms, in transportation, refrigeration, warehousing, processing, packaging, wholesaling, and retailing. And we feel the results in better living.

These things are the fruits of research. It is out of research—in State, Federal, and endowed institutions, and in private industry—that the technology was born which has made possible our explosive expansion in agricultural productivity in the last 20 years and the accompanying advances in marketing and distribution.



Using new tools and techniques, farmers have boosted their total output by more than 50 percent in the last two decades, using less land and labor. Our food production today is large enough to provide more and better foods for consumers than before World War II—despite our 46 million increase in population. And, of course, a matching expansion in our marketing system has been necessary to move this greatly expanded volume of products from the farmer to the consumer.

Shifting Gears

In marketing, the sheer physical task of handling, storing, processing, and moving these enlarged supplies has required many changes in tools and methods. In today's mass merchandising, prepackaging of convenience foods, advances in refrigeration, rapid transportation, growth of supermarkets—in all these and many other changes we can see how marketing has shifted gears to meet its challenges.

Adjustment is by no means complete. Changes will continue to come as the technology of marketing continues to advance.

In marketing, as in production, research is the mother of technology. Yet, as a people, our interest in marketing research was for a long time secondary and erratic. Only in the last decade have we given it serious and continued attention.

The marketing industry has at times fully used up the backlog of research findings that are our seed stock for continuing future gains. But, through intensification of marketing research work in USDA, the land-grant colleges, and private industry, we are now building and strengthening our research reserve. And this is our best harbinger of continued future improvements in agricultural marketing.

The present scale of attention to marketing research dates from the Research and Marketing Act of 1946. This law recognized that many of the major and most pressing problems in agriculture lie in the field of marketing and distribution. It defined marketing research and gave it breadth and clarity of purpose. Although important agricultural marketing research was begun as far back as 1901, the 1946 legislation marked the beginning of the first inclusive research in this field.

Research resulting from this program is enabling a modernized attack on agriculture's marketing problems from the farm gate to the consumer.

Wide Range of Skills

The marketing research staff of the Agricultural Marketing Service—where most of this work in USDA was centralized in 1953—today embodies a wide range of research talent. Economists, statisticians, and marketing specialists are important members of the team. So are pathologists, physiologists, biologists, bacteriologists, botanists, horticulturists, entomologists, psychologists, chemists, physicists, and engineers.

And the marketing research staffs of State Experiment Stations, Farmer Cooperative Service, Foreign Agricultural Service, Forest Service, and private industry provide similar resources. This adds up to a full range of scientific skills required for a modern "research team" approach to our many complicated problems in marketing improvement.

This work in AMS covers four broad areas. One part, largely in biological science, seeks to reduce waste and spoilage in marketing and to maintain, identify, and measure market quality of agricultural products from the producer to the consumer.

Another is research into the problems of the physical handling of agricultural products after they leave the farm. Here engineering plays a big part. The aim of this group is to develop more efficient facilities, equipment, transportation, storage, ma-

(See The Beginning, page 244)

SCOPE

(Continued from page 227)

perts in industrial management, industrial engineering, chemistry, biology, retail sales management, and many other areas new to Extension.

Marketing is a broad field, probably as broad as all agricultural production. No one person can cover the entire field. The assignment of an individual worker or team of workers must be limited in some way. States are limiting the field of individual workers by commodities, marketing functions, geographic areas, or some combination of these factors.

Highly trained personnel are essential to all phases of Extension, but it is imperative that persons assigned to work with marketing and processing have proper training. Advanced formal training and actual work experience in marketing are current prerequisites for marketing specialists.

The traditional program-building process of determining the problems of each clientele, alternatives for solving these problems, and choosing the best extension methods must be rigorously followed. Establishing priority among various segments of the clientele and the problems of each segment is extremely important because of the large size of the job.

Most assistance to marketing firms will be supplied directly by specialists. The specialists may be assigned to a county, district, or state staff. The location is not important, but a high level of competence in a particular field is vital.

Effective administrative support and leadership are essential for the development of broad, aggressive educational programs in marketing.

Extension's Obligations

Extension is under a firm obligation to carry on educational programs in marketing, utilization, and distribution. This obligation stems from the basic legislation establishing extension work; the traditional role of Extension in the U. S. Department of Agriculture and the land-grant colleges; and the accepted responsibility of Extension to farmers, business firms, and the general public.

While marketing was not mentioned in the Smith-Lever Act of 1914, hearings held prior to its passage leave no doubt that Extension was expected to conduct aggressive marketing programs. Extension's marketing responsibilities were made more specific in the Agricultural Marketing Act of 1946. They were again confirmed by Congress in 1953.

About $35 million is spent annually by USDA and State Experiment Stations on research in marketing and utilization. Extension has the responsibility for taking results of this research to individuals and firms that can use the information.

Finally, Extension has the responsibility to help solve pressing problems of the day. Certainly there is no more pressing current problem than helping increase the efficiency of marketing.

NEW USES

(Continued from page 236)

Dialdehyde starch has also proved effective experimentally in increasing the wet strength of paper. It appears to have a number of other promising potential applications. And dialdehyde starch is but one of many possible, useful chemicals that can be derived by chemical modification of starch.

Utilization research has modified cotton fiber so that it, too, can enjoy some of the special distinctions of the synthetics without losing its wide general appeal. Resin treatments have been developed that permit cotton clothing to be washed and dried wrinkle-free.

Other treatments have been developed that impart scorch-resistance to cottons, thus extending the life of ironing board covers. Newly developed flame-retardant cottons show great promise of filling the need for cotton work clothing resistant to burning.

These developments have maintained markets for over a million bales of cotton annually. Continued research on chemical-physical modification of cotton may further expand markets for this important crop.

Inedible animal fats, once used for soap, are going into animal feeds and plastics as a result of utilization research. These fats not only increase the nutritional value of feeds but they reduce dustiness.

Softeners for plastics have been developed from animal-fat derivatives. These include one type in commercial production, which protects the flexibility and strength of plastics against sunlight and heat.

New Food Uses

Although primary emphasis is on industrial uses, foods are not neglected in the utilization research program. Dehydrated mashed potatoes —once considered distinctly inferior to the fresh—have now achieved enthusiastic consumer acceptance This is a result of the improvement of potato granules and development of potato flakes. Wide institutional and home use of these convenient products has helped stem the downward trend of potato consumption.

The food-freezing industry has been greatly helped in maintaining the quality of its products by "time-temperature tolerance" studies. By making processors, distributors, and consumers aware of the effects of even short exposure to higher temperatures, these studies have formed the basis for improvement in processing, shipping, and handling.

Utilization research will continue to seek new ways of converting foods to stable high quality products that can be conveniently transported, stored, and prepared for the table.

A Glance Forward

More than 150 commercialized developments, more than 800 public-service patents, and over 5,000 scientific and technical publications speak for past accomplishments in this program and for the promise that lies ahead. Returns to agriculture from just a few of utilization research's major achievements—advances in cotton technology, food and industrial uses for soybean oil, new uses for animal fats, frozen concentrated orange juice—exceed many times the cost of the program.

A strong, well-balanced utilization program of applied and basic research can generate a steady flow of new uses for the products of our farms that can go far toward relieving today's—and tomorrow's—agricultural surpluses.

MANAGEMENT RATES HIGH

by GEORGE S. ABSHIER, *Extension Economist, Marketing, Oklahoma*

EXTENSION has long had an obligation to work with agricultural marketing firms. And the Scope Report specifically defines work with these firms as an area of Extension responsibility.

Recent spectacular developments in technology, organization, and structure of the marketing system call for increased efficiency in marketing farm products. The size, complexity, competition, and nature of work of these firms indicate that improved overall management is essential to increased efficiency and profitable operation.

Oklahoma's Program

Oklahoma extension activities in several commodity areas have recently been pointed toward managerial efficiency and ability.

Grain marketing specialists are involved in several activities intended to improve managerial capacity. One grain dealers' association holds four meetings each year for elevator managers. The marketing specialist discusses with these groups current problems in the grain trade, agricultural policy and laws affecting the grain trade, and the storage situation.

A business management conference for grain elevator managers is held annually at the University. These workshops emphasize the overall managerial job.

Some effective work has been in individual conferences with grain elevator managers to help analyze problems. These problems, for example, may be concerned with whether or not to expand the storage capacity. The specialist supplies facts on volume, trends, competition, etc., and points out the important factors. Then the manager makes his own decision.

Extension marketing personnel have helped organize and conduct short courses and institutes for cooperatives. These have emphasized more and more the overall managerial considerations.

Retailing Efficiency

Work with retail store managers has been mainly on efficiency of operation. But discussing efficiency and pointing out improved methods automatically leads to other managerial considerations.

Activity in this area laid the groundwork for broader study of management problems. Plans are now underway for a school or clinic for retail store operators which will attempt to improve the overall managerial skill or capacity rather than study individual problem areas.

Recent work with egg handlers revealed possibilities to improve efficiency of operation and management of these firms.

Successful Approach

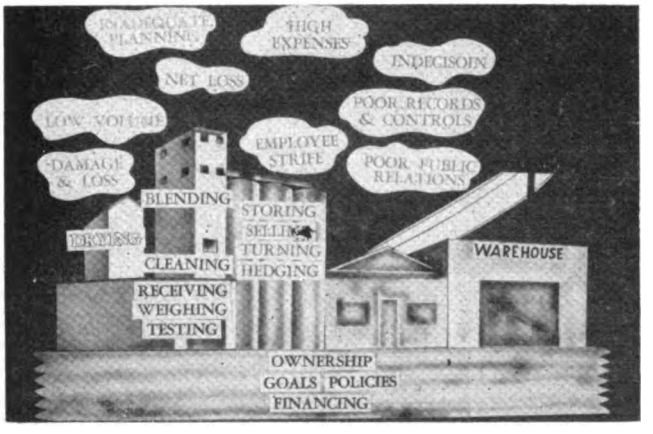
Work with managers, up to now, has been by commodity endeavor, except for the cooperative short courses and institutes. But, the contract project with North Carolina State College and U. S. Department of Agriculture has already demonstrated that managerial training can be successfully conducted for managers of various sizes, types of organizations, and commodities.

These schools did not attempt to touch on any technical problems such as quality control, grading, or prices. Instead, they emphasized the major functions of management—planning, organization and control, personnel relations, sources of information, and methods of self-improvement.

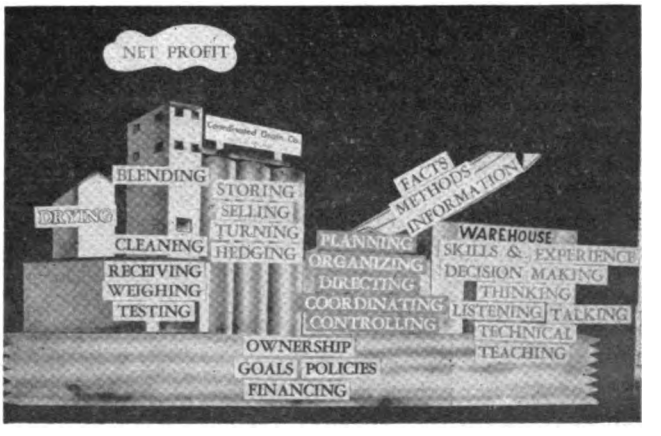
Elevator managers attending business management conferences rate the subjects on managerial functions higher than some of the technical subjects.

At the outset some people were apprehensive of the reception of business management training. After the

(See Rating High, page 246)



Clouds over business without good management are shown on this flannelboard in short course.



The dark clouds are gone with office properly organized and a warehouse of skills and experience.

WHAT, HOW and WHERE

by CLIFTON B. COX, *Extension Economist, Indiana*

Carcass grading benefits producers, packers.

INDIANA extension economists long have worked with firms that market agricultural products. This includes work in operational efficiency, pricing efficiency, and market knowledge.

This article discusses the what, how, and where of livestock marketing. It gives examples of evaluating hog purchases at a processing plant, training for market personnel, and evaluating market locations.

Checking Quality

Several years ago we began work with a packer to determine the differences in value of hogs purchased. The packer was buying primarily on a weight schedule basis of pricing.

With the cooperation of the Purdue Experiment Station we evaluated the quality of more than 30,000 hogs purchased from various sources. The results pointed out that although average weight is important, yield, grade, and deviation from the average weight also affect the value of a hog.

For example, some lots of hogs of the same weight varied as much as 11 percent in dressing percentage. Lots of the same weight varied from overly-fat to under-finished. The difference in value of lots of the same weight group was as much as $2.03 per hundredweight.

Farmers were not being paid for the values being produced but on average values. This certainly did not stimulate production of higher quality pork.

Working with processors, we set up a procedure to check the quality of the hogs purchased from various markets. Each market was assigned a number which was tattooed on all hogs purchased there. These hogs were killed as a lot and the weight and grade of each carcass recorded.

With this information, the average weight and yield of the lot as well as the deviation in weights were calculated. The head buyer sent a copy of this information back to the market so that the operator would know the hog quality.

Educational work in this area involved personal work with a firm that handles about a half million hogs per year. And other firms now have made similar quality control methods.

Another example of work involves a training program for personnel handling hogs at a central market. Through contacts with the market we learned that salesmen were not aware of many production techniques.

If a central market is to do a good job of selling, personnel must be familiar with production as well as marketing practices. So the departments of animal science and agricultural economics developed a series of meetings on production and marketing.

The production sessions included fundamentals as well as the latest research findings in breeding, feeding management, and hog and carcass evaluation.

The marketing sessions included the competitive structure of livestock markets, factors determining value of slaughter hogs, and marketing pork as a differentiated product. We evaluated problems of central markets and, at the final session, several changes were proposed.

These included: take grade, yield, and variation of weight into consideration as well as average weight when selling hogs; develop a promotion program for the entire market; cut costs by assigning definite areas to commission firms for new customer solicitation; stop feeding hogs at the market before selling; develop a uniform sorting policy for the market; weigh hogs before selling; consolidate jobs to improve operational efficiency (e.g. have one firm do all the driving); extend the trading time.

Since the sessions were held, a TV program has been started by the market and an advertising program begun by the stockyards company. Through an active program at the central market, competition in the State may be increased and higher prices may be paid to farmers.

Selecting Locations

Numerous questions arise on the feasibility of establishing a market in a particular location. These requests come from packing plant operators, cooperatives, dealers, and groups of farmers.

In answer, we developed a procedure for evaluating locations. This involves estimating the number of animals marketed in a particular area.

For example, within a 5-mile radius of a country market, the operator can expect to get 50 percent of the hogs marketed. Between 20 and 30 miles, the market can expect to get only 2 percent of the marketing. So, with average management, the volume expected in the area can be estimated.

To date, 12 markets have been established after evaluations of locations. And a number of locations have been evaluated as not having sufficient volume for a market.

These examples point out the need for and desirability of doing educational work with marketing firms. The task is great. We are just beginning, but real progress has been shown.

Recipe for Working with FOREST PRODUCTS FIRMS

by GEORGE W. SMITH, *Forest Products Specialist, North Carolina*

RESEARCH in forest products has been going on for about a million years. It started when prehistoric man emerged from his cave and selected the best available woods for his clubs and bows.

Call it race memory, vestigial instinct, or just good common sense, people generally associate the products of the forest with home, security, pleasure, eternity. People want wood-burning fireplaces, trees in their yard, picket fences, and a stick to whittle. Who does not instinctively stroke the surface of fine wood in furniture or sniff with pleasure the fragrance of pine gum or freshly cut wood? In a word, people like wood.

Today there is much talk in marketing circles about motivational research, subliminal advertising, and so on. The desire for our natural products is inherited and needs no artificial psychological stimulation. Extension workers in wood products should never ignore this. But we should be ever mindful that these products must be continuously and subtly modified so they will meet new needs in new ways in tune with new times.

Variety of Products

The products of the forest, from telephone poles to cellophane, are so numerous that we have to think about them one at a time, or to group them in classes. One classification divides the products into two broad groups: those instantly recognized as products of the forest, such as Christmas trees and lumber, and those not ordinarily recognized as forest products, such as rayon and vanillin.

Products composed of bits and pieces, fibers, extractives, and derivatives of wood find their way to market in an almost infinite variety of forms. It is difficult to think of these diverse operations as one industry. We think of them as the pulp and paper industry, the particle board industry, hardboard industry, naval stores industry, parts of the chemical industry.

These form a single industry only in the degree to which their operations are integrated back to the forest. The unifying principles are thus the raw materials and integrated organization rather than similarity of product.

Extension's Functions

Now, how can a wood products extension program contribute to the productivity of this processing matrix? We are not sure just what the total answer to such a question might be. But here in North Carolina we believe we are headed in the right direction.

Wood products extension section personnel are assigned on an enterprise basis and each serves a specific industry. The section is broken down in the following enterprises: lumber, furniture, veneer and plywood, pulp and paper, and hardboard and particle board.

Two of the three people in the section are engaged in an educational program with the lumber industry and one is working with the furniture industry. As the need develops, other specialized personnel will be assigned to work in other areas.

We believe strongly in the team approach to industry problems. It is obvious that the technologists who are working in the enterprise areas, no matter how competent, cannot provide all the answers. So we call on specialists in economics, statistics, and chemistry in the solution of a variety of processing problems.

Problems Answered

For example, we were recently asked to help a manufacturer who was having trouble scheduling furniture parts through his machine room. The wood technologists and an economist who specializes in scheduling and allocation visited the plant. They provided the plant management with the information necessary to minimize bottlenecks and speed up production.

Three examples of work being done with wood products marketing and processing firms are: a program with 10 furniture plants to increase yields at the rough mill operation; work with 5 pulp and paper plants to control inventories; and a program to organize lumber producers.

In line with the results of a research project on ways of insuring

(See Forest Products, page 244)

Processing—Major Link in the Chain

by BERNARD A. TWIGG, *Processing Specialist, Maryland*

MORE than 3,000 farmers in Maryland depend on vegetable and fruit crops for all or part of their income. And marketing of these crops is a major concern of both farmers and Extension.

About 78 percent of the vegetables and 50 percent of the fruits grown in Maryland are sold to processors for canning, freezing, and pickling. The farm value of Maryland vegetables processed is approximately $15 million grown on about 122,000 acres. So the food processing industry plays a major role in the movement of these crops from the farm to the consumer.

In 1954 an extension project was set up to promote improvements in the marketing of processed foods. The overall objective is to expand markets by improving quality, handling and plant efficiency, and merchandising.

Specialists from three agricultural departments, economics, engineering, and horticulture, cooperate in the project. In addition, each department engages in specific functions in its field to improve the competitive marketing position of food processors.

Specialists' Roles

Specialists from the Department of Agricultural Economics and Marketing encourage processors to adopt sound cost accounting techniques. These provide plant executives with current information on costs of processing and distribution and show the need for adjustments and improvements in particular phases of the operation.

Food processors are kept up to date on various merchandising techniques, such as developing a joint sales organization. Research and survey results concerning cost and/or supply of transportation, raw materials, and finished products, as well as other economic information, are provided to the processors.

Agricultural Engineering personnel demonstrate and suggest improved transportation and handling methods. Better designed containers, procedures for stacking containers, and loading and unloading methods and facilities are typical examples.

Engineers also help with equipment selection, plant layout, and coordination of product flow through plants. Technical information on refrigeration, electric motors, and other engineering data is made available.

Horticulturists help promote improvement of product quality and operational efficiency. Examples are increasing the understanding and use of the best vegetable varieties, cultural practices, planting and harvesting schedules, handling methods, grading procedures, utilization and processing techniques, quality control methods, and in-plant sanitation practices.

Educational Methods

Horticultural activities are directed through publications; participation in industry-sponsored meetings; cooperating in workshops, short courses, and special commodity programs; personal visits to processing plants; advising industrial committees; correspondence, telephone calls, press and radio.

Through publications, we are able to transmit up-to-date results of research, other new methods, procedures, and suggestions. The cooperating departments issue a monthly publication, The Maryland Processors' Report, to all processing companies and other interested persons. Articles are also published in trade journals and special handbooks prepared for food processors.

Conventions and other industry-sponsored meetings present an excellent opportunity to bring the latest research findings and other information to processors. Opportunities for informal association with individuals at such meetings also helps gain the confidence of the industry, which in turn paves the way for more effective extension work.

The classroom technique has also proven fruitful for disseminating information to processors. The annual food processors' workshop covers technical problems encountered within the processing plant, such as quality control and sanitation. Project workers also cooperate in presenting a fieldmen's short course on production problems of processing crops. One-day meetings are held from time to time on problems connected with specific commodities.

Personal Touch

Personal visits to plants are necessary to advise on the more technical aspects and to help solve problems that need immediate attention. While working with a canner or freezer in a particular area, other processors in that same area are also visited. Such visits also build the confidence of processors in the extension program.

Food packers associations often have committees to study problems common to a large segment of the industry. Extension specialists serve as technical advisors on several of these committees, thus providing an invaluable service to the food industry.

Many important and urgent problems can be and are solved in a quick and efficient manner by letters or phone calls. And an occasional radio or press release can be valuable for promoting the industry within the State.

This program's effectiveness depends on a sound research program, so experiment station personnel are essential allies. And State and county extension workers also contribute to its success. Research and Extension efforts, backed by industry, have led to a successful program for food processors.

KEEPING IN STEP

by J. ROBERT STRAIN,
Extension Economist, Iowa

ONE out of four cooperative creameries in Iowa has been or is now involved in creamery consolidation studies conducted by extension workers. Nine groups already have merged.

Years ago, most Iowa farmers kept a few dairy cows. The majority of milk production was marketed as farm-gathered cream. As late as 1940, 90 percent of all Iowa farms had dairy cows and 87 percent of all milk production sold was in the form of farm-gathered cream.

Processing facilities often were local farm-gathered cream cooperatives, established around the turn of the century. Community and ethnic loyalties were established and still persist in the operation of many creameries.

At first, all but the weaker creameries survived rather easily. Most creameries competed only with others of about the same size and economic position. A few plants, both private and cooperative, grew in size and efficiency—often through mergers and consolidations. Today, few Iowa creameries compete only with neighboring ones.

Along with the growth of outside creameries was a trend toward sale of whole milk rather than farm-gathered cream. Now over half of all farm deliveries are whole milk.

Difficult Decisions

As farmers made this change, economic pressures on local creameries began to pyramid. Boards with patrons wishing to change to milk had two choices, neither attractive.

If these patrons left the co-op in order to sell whole milk, total volume of the plant would decline and unit costs for the remaining output would increase. On the other hand, if the creamery installed milk handling equipment, capital investment and operating costs would increase. Either choice would reduce the competitive position of the creamery.

To offset these disadvantages, the local creamery can solicit patrons of a neighboring creamery. The neighboring creamery, usually in the same position, must retaliate to survive. Such shuffling eventually squeezes out the weaker creameries.

But many creameries can no longer rely upon this slow painful method. They must find a quicker, surer method of increasing their efficiency. They need to consolidate rapidly into larger, more efficient marketing organizations.

Team Approach

Extension workers knew that decisions of creamery people could be no better than the information on which they were based. So we embarked on an educational program concerning changing economic and marketing conditions and creamery reorganization as a means of adjusting to these changes.

Both economic and technological problems appear in a consolidation proposal. So a team approach is used. A dairy industry and a dairy marketing specialist, as well as the county extension director (or directors) in the area under study, are members of the team.

County directors and the county extension council usually initiate area marketing studies. And some creameries wanting help with the merger have started studies.

First meetings usually cover historical and economic background of changes in and out of the State. They show the effect of these changes on processing techniques, operating costs, and optimum plant size.

Alternative reorganization plans are prepared for creameries that want to study further their opportunities for reorganization. Plans are based on confidential information from the creameries and on available economies of scale research.

The creameries involved initiate action when a suitable plan is agreed upon. Then the extension team reviews consolidation procedures and helps with patron education meetings. These meetings obtain patron reaction to the plan and help minimize rumors. If patrons react favorably, the board begins legal procedure toward a merger or consolidation.

Probably, the basic problem is the unwillingness of creamery operators and their patrons to admit that the organization formed and operated satisfactorily by their forefathers is uneconomical today. Extension's job is to provide up-to-date information.

(See In Step, page 246)

FOREST PRODUCTS

(Continued from page 241)

yields from low-quality lumber, we conducted two seminars for furniture manufacturers. These were followed with plant visits to assist management in adopting the principles turned up through research.

These seminars, plus the plant visits, have resulted in increased yields through better scheduling of cutting through the rough mill, better decisions as to the grade of lumber to use for a particular group of requirements, and better machine operator decisions.

We have also conducted a series of meetings on scheduling of pulpwood procurement. These were strengthened by followup visits to each plant represented to assist them in incorporating recent research findings in operations analysis to their procurement system. This has helped the plants to achieve lower wood costs and a more orderly operation.

Brainstorming Partners

The working relationship between extension specialists and research people in wood products is very close. At least twice a month the two groups meet to "brainstorm" and exchange experiences. Frequently research personnel accompany the extension specialist on plant visits and work with him in assisting plant management in solving production problems.

The flow of ideas from vigorous and aggressive research, followed by individual decisions, is vital to the survival and growth of any extension marketing and processing program. The word "vital" is used deliberately. Despite the intricate and expensive equipment necessary for research, only a man can have ideas. Ideas do not crawl out of complicated machinery; they are the result of a creative mind.

Developing extension techniques appropriate both to available research findings and to industry is a mental act. It is the product of an individual mind, disciplined by knowledge and tempered through experience. Profitable commercial use of the research hinges on the decision to accept or not accept.

These two ingredients, applied science and technology, coupled with an imaginative extension program, spiced with attractive results, and sweetened with profits for those who accept our recommendations are the recipe of our future success in working with firms.

MARKETING RESEARCH

(Continued from page 235)

State marketing specialists in conducting training schools for the management staffs of agricultural marketing firms.

Management efficiency training for marketing firm executives is a new type of extension educational activity. Representatives of the Small Business Administration are serving in invaluable consultant and teaching capacities in the preparation of program materials, teaching methods, and procedures.

It is expected that this newly developed relationship will continue, with representatives of the Small Business Administration working with State extension specialists in conducting schools for market firm management groups.

Other Agency Relationships

Other agencies and departments of the Federal Government are making significant contributions to extension marketing work. The Food and Drug Administration of the Departmen of Health, Education and Welfare, in dealing with quality control of the U. S. food supply, has contributed to the thoroughness of the extension marketing program. Representatives of the Department of Labor have been helpful counselors in developing 4-H Club projects in marketing and in the marketing aspects of the Rural Development program.

This review confirms that Extension's educational program in marketing is highly dependent for its scope and depth upon close working relationships with a number of Federal agencies. Many State agencies and private organizations also contribute to a well-balanced extension educational marketing program.

The effectiveness of Extension's marketing program in the future will depend upon maintaining close working relations with these agencies in the years ahead.

THE BEGINNING

(Continued from page 237)

terials, packages, and methods at every stage of marketing operations.

Another part of the research, manned by economists and marketing specialists, deals with changes in the organization and operation of markets, and how these changes affect farmers, marketers, and consumers. It tries to locate the high-cost spots in marketing and provides continuous data on trends in marketing costs and on the share of the consumer's dollar that goes to the farmer and the marketing system.

The fourth part of this research seeks to expand markets for agricultural products. It assists farm and commodity groups through market surveys of consumer preferences and buying habits, conducts market feasibility studies, makes market tests of new and improved products, and measures the effectiveness of promotion and merchandising programs.

Broad View

Altogether, this work aims at widening the markets for farm products, increasing the efficiency of marketing, improving the income position of farmers and ranchers through marketing, and enabling better living for consumers.

The results flowing from it are easy to see—in terms of millions of dollars of savings in marketing costs, the building of new terminal markets, changes in marketing methods, use of new kinds of packing and packaging, better transportation, better storage, and better quality of products reaching the consumer.

The words, The Past Is Prologue, appear on the National Archives Building in Washington. When asked the meaning of these words, a taxi driver's quick reply was, "You ain't seen nothing yet." This applies to marketing and to marketing research.

We are by no means through with the revolution in the marketing system. Many changes are being made every day and new ones are in the making. To be of maximum service to agriculture and to the American people, research and extension programs will have a real job to do—especially in the marketing field.

by ROBERT C. KRAMER, *Program Leader in Marketing, Michigan*

MICHIGAN extension workers have been conducting consumer education programs for the past 10 years. This decade can be divided into three distinct periods.

In the late 1940's, a consumer education project was initiated and a home economist and an agricultural economist were employed as extension marketing specialists. This team prepared materials for use by county home demonstration and agricultural agents. They conducted a weekly radio program, distributed scripts and radio tapes to county offices, and presented food marketing information at local extension meetings.

In 1954 the extension marketing program was expanded. In this second phase, eight consumer information agents were employed. They were located in eight cities geographically distributed so that a majority of consumers in the State could be reached via mass media. These agents were led by a project leader and serviced by a staff housed on the campus.

For the first 2 or 3 years, these consumer information agents were not directly tied into county extension offices. At the end of the third year, however, each consumer information agent was made a part of the local county extension team. And every home demonstration agent began receiving materials from the nearest consumer marketing information agent.

Decentralization of the consumer program permitted the localization of food marketing information. It also permitted a more accurate reporting of the actual movement of food products into these cities. Trend and general price information were still supplied from the campus, but its use was at the discretion of the consumer marketing information agent.

We are still in the third phase of our experience. There are now consumer marketing information agents working in nine cities. A staff of four State specialists has primary responsibility for supplying materials for their use.

Reaching the Audience

The primary audience of this program is the consumer. The goal is to supply food marketing information which will enable homemakers to better use their family food dollars. But consumer marketing agents and specialists also assist marketing firms and producers.

Radio, television, and newspapers are used extensively. Meetings also serve as a tool to explain the consumer marketing program and how the consumers can be helped by use of this information.

Each consumer information agent has an advisory council to guide her. Serving on these councils are producers, processors, wholesalers, retailers, professional home economists, farmers, media representatives, civic representatives, and consumers.

At present, the consumer marketing information agents are on television over 100 minutes, on radio over 300 minutes each week. They prepare newspaper columns which total over 65 feet each week. These statistics indicate that their information has been well received by the mass media.

But it is not enough to speak of the number of minutes on the air

(See Two-Way Street, page 247)

TEAM APPROACH

(Continued from page 232)

team approach. It has enabled Extension to attain a higher level of competence in working with food marketing firms than otherwise would have been possible. Not only can individual technical problems be dealt with successfully, but a program dealing with the efficiency of the entire enterprise can be developed.

The success of a team approach in conducting educational work with the food industry seems to depend upon the following points.

- Formal provision for the organization, direction, and supervision of the team.
- Direct contact between the team and the clientele.
- Agreement on a common goal by members of the team.
- Mutual respect for the ability of team members.
- Objectivity on the part of each team member.
- Fusing the contribution of each member into a unified program or solution which is acceptable to all.
- Social compatibility of the group and tactful leadership.

The successful functioning of a team is not without problems. But the reward for such an effort can be effective use of staff competencies in reaching a desired educational objective.

IN STEP

(Continued from page 243)

The most difficult problem is apathy and inherent resistance to change. Facts may be accepted and a consolidation plan agreed upon, but action may not occur.

Often, non-economic values such as a desire to have a local creamery or to be a board member or officer create resistance to change. The extension team, of course, does not attempt to alter these values. But it does inform the group of the economic loss it will sustain keeping non-economic values.

Resistance sometimes comes from business, religious, and community leaders not officially associated with a local creamery. The county extension director with his ear to the ground can detect intervention from these sources. Personal contact to present background information appear to work best since members of these groups seldom attend the formal creamery meeting.

Although this type of program does not directly improve selling efficiency, it facilitates processing efficiency. It helps processing units improve their competitive position in a modern milk marketing system.

RATING HIGH

(Continued from page 239)

schools these same people were confident that managers of agricultural marketing firms will enthusiastically attend training schools designed to improve the managerial capacity.

The recent work with egg handlers indicates definite acceptance of extension's efforts. They were surprised that an outsider could come into the plant and see problems which they had overlooked.

Most important has been the reception and adaptation of the recommendations as a result of short study and observation. All the plants have initiated changes recommended by the specialists. Such study of a few plants can provide efficiency guideposts for widespread use in all firms.

Reading the Future

What of the future? Many small agricultural marketing firms do not have or cannot provide the training opportunities for management consistent with the opportunities offered in larger firms. But their managerial job and decisions are as varied and complex. If these small firms are to compete successfully, they must have quality management, too.

Extension can and must provide some assistance in this training. Marketing economists can achieve a large measure of success by organizing and conducting schools, by individual and group conferences, and by emphasizing training in how to make decisions.

A series of training schools will be offered next spring for extension marketing specialists, including subject matter, methodology, and suggested approaches to management work with marketing firms. Success in this area will require a continuing program of training and improvement for specialists.

The mandate is clear if we accept the challenge of providing an effective educational program with marketing firms. We must learn some new plays—perhaps a whole new game.

AGENT'S ROLE

(Continued from page 229)

have a marketing advisory committee which includes marketing firm representatives.

Recently, a county agent in one metropolitan area and a home agent in another were of valuable assistance in educational programs with retailers. In both instances they participated in the initial store analysis and maintained direct contact with the retail store operator for future followthrough of the program.

To meet Extension's marketing responsibility, we need to raise our sights to a higher degree of specialization and competency than ever before. This may mean some changes in operating procedure. It may mean that the marketing economist or marketing technologist operates on a regional or Statewide basis, making direct contacts with the marketing firm. As we recognize and utilize this direct approach, programs will be strengthened.

But it behooves the specialist to maintain up-to-date communications with county staffs. And county staff members have a responsibility to encourage close communications. After all, the county extension agent is expected to be fully informed by the public in his county—and this includes citizens other than producers.

One reason our organization functions well is because we have people at the grass roots. These grass roots must be broadened to mean the cornerstone, too. Until this is so, there will continue to be a reluctance on the part of management to request assistance through county offices.

County staffs can have a place in marketing programs with firms. Their role may be unlike their role with producer programs. Some county staffs are gearing to meet the challenge of this relatively new program activity.

MIDDLEMEN

(Continued from page 233)

stalled in five markets. One store has increased its produce sales 40 percent since the analysis was made. And inventory control forms designed by the extension specialist have been adopted by the largest markets in the group.

Results at the retail level have led to operational efficiency studies at grocery warehouses. These analyses assist top management in improving warehouse operational efficiency.

General areas included in these studies are: receiving, order selection, and checking and loading out. It takes approximately 3 weeks to complete such a study and the procedure is much the same as used at the retail level.

In marketing efficiency, the five P's —an infantry division slogan in World War II—Prior Planning Prevents Poor Performance, mean money in the pockets—for farmers, retailers, wholesalers, and consumers.

TWO-WAY STREET

(Continued from page 245)

or the number of column inches printed. A conscientious plan has been adopted for evaluating the consumer marketing program in Michigan.

Six studies have been completed on various phases of the consumer program. These have dealt with releases prepared by the agents; the use of marketing information by institutions; consumers' knowledge about grades, standards, and products; and the knowledge which low-income homemakers have about foods, food purchasing, and preparation.

Consumers are not the only ones surveyed about the contributions of this program. Producers, managers of marketing firms, and executives in businesses and trade associations also have been questioned. The goals of the program are not only to inform consumers of farm products available, but also to take to marketing firms and to producers what Mrs. Consumer likes and does not like about the product, the package, or the way the product is made available to her.

The advisory councils enable much of this exchange of marketing information. Guest participation in programs planned by consumer marketing agents also helps. The normal conduct of the program places the agents in touch with producers, marketing firm managers, and consumers in collecting and disseminating information.

A knowledge about grades contributes to pricing efficiency. Knowing how to handle products and maintain quality reduces waste and spoilage. The cost of introducing new products and new packages is reduced if knowledge of these new introductions is possessed by the trade and consumers.

Marketing information helps to place the right product in the right place at the right time. This can reduce transportation costs and increase sales of the product.

One consumer information agent was asked by the branch manager of a national meat packing company to assist in alerting consumers about the good values available in a red meat product in heavy supply. The agent, through her advisory council and the county extension staff, planned a program to make known the facts on supply, price, and uses of the product. After a concentrated educational program, the manager reported that his branch sold more tonnage of this red meat than any other branch in the nationwide packing company's operation.

Another agent worked with the dairy industry in informing institutional outlets on the low cost but high quality of dairy products in powdered form. The institutional buyers in this consumer marketing agent's city greatly expanded their purchases of these dairy products at a substantial reduction in cost to the institutions and a nice increase in movement of this dairy product.

Daily we see evidences of expanded marketing efforts by our extension workers as they develop well-rounded programs. Our county agents, home demonstration agents, and 4-H Club agents are doing marketing because they have learned from our marketing agents that there are opportunities in this field. Each county extension program can well include marketing for a well-rounded program. This is an educational service which is well received by producers, marketing firms, and consumers.

VIEWPOINT

(Continued from page 234)

Again, our employees told the story and demonstrated their equipment.

The Purdue Retailer carried information regarding the customer flow idea to other stores. The folks at Purdue tell us that this has spread all over the State and helped other food retailers to adopt new and improved methods of handling fresh fruit and vegetables.

What does all this mean to us? At one store, increased productivity cut operating costs about $2,750 a year. And our other produce department managers are champing at the bit to have their departments systematized.

We instituted inventory control in all stores, increasing gross profit by 2 percent. Without inventory control, we would have had to boost sales by $750,000 per year to get the same results.

Food retailing is a fast moving, changing industry. To keep abreast, we must be alert to these changes. Through our cooperative efforts with Extension, we are convinced that we can work smarter, not harder, and keep up with progress.

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 2058 Sheep Raising on the Farm—*Reprint*

F 2139 Hard Red Spring and Durum Wheats—Culture and Varieties—*New (Replaces F 1902)*

L 324 Soil Treatment an Aid in Termite Control—*Revised Sept. 1959*

The following are 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 1412 Care and Management of Dairy Bulls

F 1567 Propagation of Trees and Shrubs

F 1872 House Plants

F 2079 Farm Methods of Cooling Milk

Grain Marketing Program

Reaping Educational Dividends

by **WERNER L. BECHER**, *Van Wert County 4-H Agent, Ohio*

We work with both grain producers and marketing firms in our county educational program. Grain marketing begins at the farm, then moves through the elevator and into the hands of processors. We find that we need to work with both producers and firms if we are to achieve the best results.

When we started marketing work with firms, we already had an agronomy committee which helped plan our grain production and farm marketing activities. Seeing the need for an advisory committee with grain marketing firms, we organized a committee of elevator operators. These two committees help us to develop a better overall program.

Defining Goals

In working with marketing firms, the first job is to get acquainted with firm personnel and show them how Extension can help them build a better business. This also gives an opportunity to clarify farmer-agent-marketing firm relationships. This is important because there can be complications if the total program is not well defined and understood.

Then we go about working with marketing firms much as we would with producers. Our objective is education and we show a keen interest in helping firms improve their business.

Sensing dissatisfaction and misunderstanding over moisture meter readings, we developed a program with the grain marketing committee to conduct a moisture meter test.

With the help of the State grain marketing specialist, we carried out a meter survey using five corn samples which the federal grain inspector had already tested for moisture. Fourteen different elevators then tested these samples and reported their readings. The results showed variations—some due to the operator's reading, some due to inaccurate meters.

Following the analyses, we met with county elevator operators and discussed the survey. A few elevators replaced old meters. Others had their meters tested annually.

We also suggested that testing equipment be placed where farmers can watch the testing operation. This makes a better relationship between farmers and elevator operators and helps build confidence in each other.

This year elevator operators and farmers were faced with an unusual problem due to winter killing of wheat. Many farmers sowed the poorer areas of wheat fields to oats. The agent, grain marketing specialist, and elevator advisory committee arranged a breakfast meeting to discuss the harvesting problem.

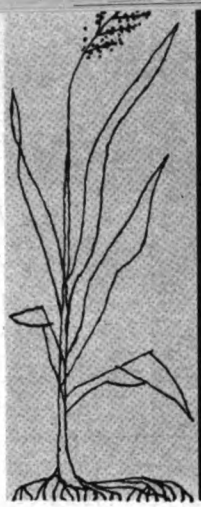
It was suggested that the county extension service and grain elevators encourage separate harvesting of the two crops. Newspaper and radio publicity was released and most farmers harvested their grain in the recommended manner. As a result, farmers received a greater dollar rate and elevator operators had less handling and fewer storage problems.

Keeping Up

Each week we release a grain marketing article to the county newspaper. It includes a summary of local elevator quotations, condition of grain coming out of storage, future prices, brief notes about county problems, feed stuff information, and hints for grain handlers and producers to improve their operations. The newspaper editor says this review brings a local summary to the readers' level and it is a highly welcomed feature on the farm page.

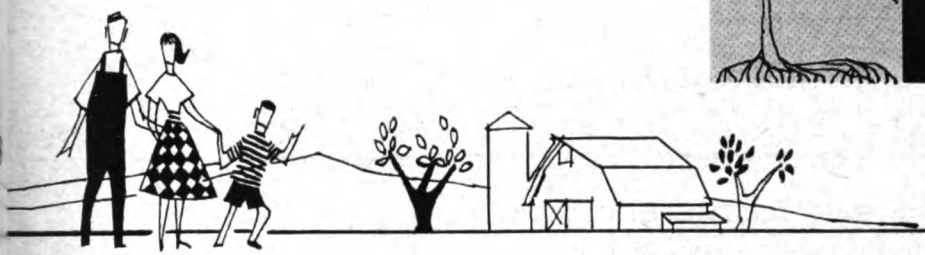
Today, our marketing firms look upon the county agent as one who helps them as well as farmers. The county agent is in a consulting position and has an educational role with both producers and marketing firms. And this program is reaping dividends for all concerned.

PUBLIC AFFAIRS



EXTENSION SERVICE Review

DECEMBER 1959



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. 30 December 1959 No. 12

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

Division Director: *Elmer B. Winner*
Editor: *Edward H. Roche*
Editorial Assistant: *Doris A. Walter*

In This Issue

EAR TO THE GROUND

It's no coincidence that our Constitution begins with the words, "We, the people." The founders of our government clearly conceived it as the people's government. And Abraham Lincoln reaffirmed this in the Gettysburg Address when he spoke of "government of the people, by the people, and for the people."

Our lives today are affected by government more than at any time in our history. Every day we come in contact with government in many forms. Every day government actions take place that affect our future and the future of our children.

Yet we hear charges that many people take little or no interest in public affairs. We hear that people are willing to "let George do it" when it comes to voting and making their voices heard in other ways on public policy matters.

Are people indifferent to public affairs? Or do they just appear indifferent because they haven't been stimulated to action?

No, people aren't indifferent. The articles in this issue prove that. When people are given an opportunity to discuss issues and express their opinions, they respond enthusiastically.

I read the other day that one of the biggest challenges to those who enjoy our form of government is that it's a "do-it-yourself" affair. Just like any other do-it-yourself project, people must have tools with which to work. Extension can provide these tools.

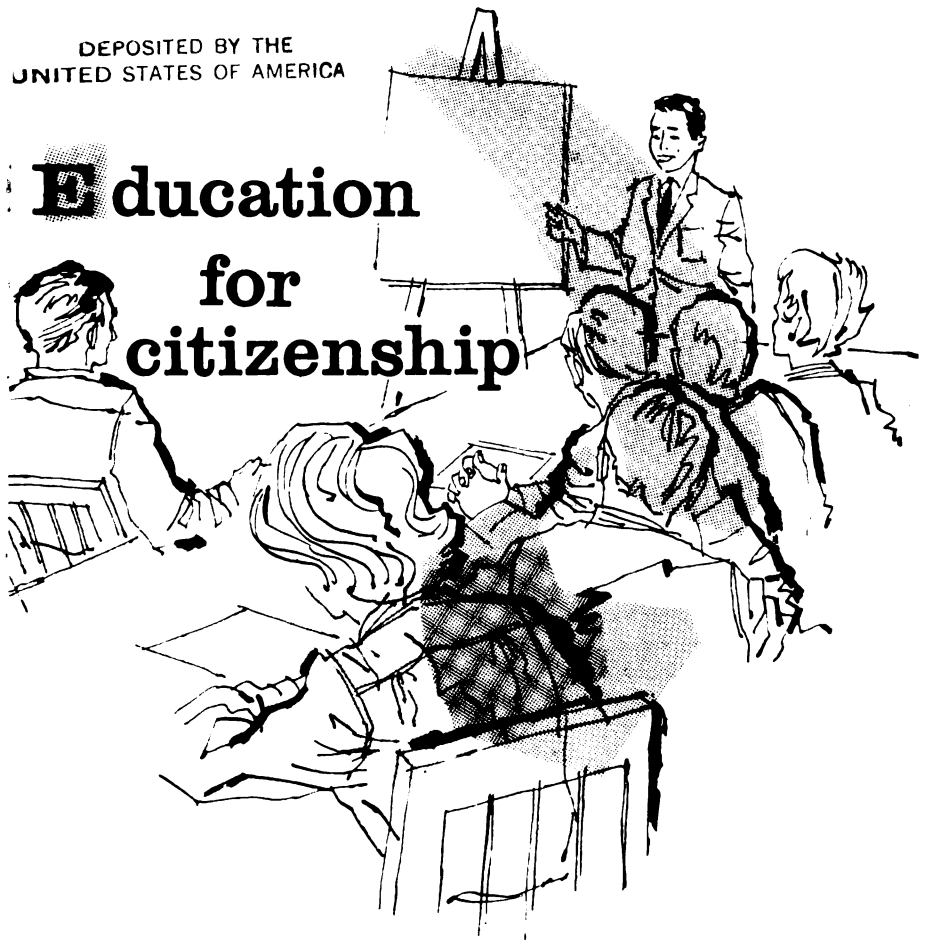
As you'll see in this issue, people are turning to Extension for help in acquiring facts on public policy matters and for methods of analyzing these facts. They want and need this help so they can exercise their responsibitlities as informed citizens. Providing assistance in this area, in ample portions, may well be the biggest challenge that has ever faced Extension.

Next Month: Professional improvement for carrying out today's extension jobs will be the theme of the January issue. Some articles will point out the importance of keeping up to date. Others will tell why an extension worker chose a particular route to improvement—graduate school, summer school, reading, and travel—what he gained from it, and how he applied it in his work. And we'll have announcements of 1960 regional summer schools and scholarship offerings.—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. The printing of this publication has been approved by 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.

Education for citizenship



by C. O. YOUNGSTROM, *Associate Director of Extension, Idaho*

WHAT business does Extension have in public affairs?

The question deserves an honest answer—one on which county staff people can rely, because much of the job will fall on county agents when the ball rolls. Otherwise it will not roll at all except in high level plans of optimistic administrators or through the efforts of a few dedicated specialists.

The first question suggests others. Is it a responsibility of Extension to offer information and leadership in fields not directly connected with the technical aspects of agriculture and home economics? Is Extension expected to be or pretending to be all things to all people? If we get tangled up in hot issues, will we lose our traditional position of impartial educators?

How about public affairs in the international theater? How can a county agent do justice to beef production, poultry, clothing classses, or 4-H achievement days if he has to bone up on the effects of tariff or trade policies? What is Farmer Jones going to think if a new aphid is getting his alfalfa, he calls to get help from the county agent and finds the agent is speaking to a civic group about a zoning ordinance?

These situations may seem exaggerated. They are, but not much. They represent problems in translating public affairs from the impressive pages of the Scope Report to the front seat of reality.

Extension's Job

Much timidity about tackling public affairs, where timidity exists, is caused either by a lack of understanding or by a narrow interpretation of Extension's mission, "to aid in diffusing among the people of the United States useful and practical information on subjects relating to agriculture and home economics and securing the application of the same."

Public affairs education is education for citizenship. The Extension Service has been concerned with that from the beginning. The idea isn't new. Extension has offered its knowledge and methods to many individuals and groups confronted with decisions on public matters through the years. The part Extension has played and is still playing has not always been identified as public affairs education. It often has been blended in as part of the regular job.

The increasing complexity of economic, social, and political patterns indicates that Extension may well need to give more attention to helping folks get a better understanding of public problems. Requests for this kind of educational help support this position.

The land-grant college-USDA system has contributed substantially to agricultural progress and economic development. So we must accept responsibility to help rural people and others meet the problems that arise in this setting of rapid technological advance.

Mutual Interests

The interdependence of agriculture on other segments of the economy has brought urban and rural interests closer together in the field of public affairs. They have a common need and desire for a better understanding of government, schools, health, industrial development, and international relations.

If the lives and wholesome development of people are as important to Extension as the gains of steers or the influence of gibberellic acid on plants, then public affairs have a proper place in our program. The answer is clear. They are and they do.

All areas have problems of economic, social, and political development that call for public action. Decisions must be made. People want to know what will happen if they take a certain course rather than another. The wisdom of their decisions depends upon their information. When they weigh the alternatives, they hope to make a choice that will be beneficial in the long run for themselves and the general public.

(See Citizenship, page 271)

Public Affairs in a Changing World

by JOSEPH ACKERMAN, *Managing Director, Farm Foundation*

PHENOMENAL changes have been occurring in agriculture—the tools employed, the methods applied, the people who manage and operate farms, and their relationship to the rest of society. The gulf between commercial and subsistence farms continues to widen.

At the same time, the geographic boundary between city and country is disappearing. The city no longer has a separate water, school, or tax problem. Rural and urban life are so interwoven that we can no longer think of the welfare of one sector without considering developments in the other.

All of these changes have been reflected in the requests made to extension workers for unbiased and factual help in public affairs.

Early extension workers were asked to provide help on such things as organization of cooperatives, consolidation of schools, and development of equitable tax policies. In the agricultural depression days of the 1920's, emphasis was placed on tariffs, taxation, roads, and schools.

Since the 1930's, governmental programs of farm price support and production adjustment have been a major concern. With the increasing importance of international relations, foreign trade has become another area of importance.

Educational Possibilities

Extension, with its unique organization and demonstrated competence, is widely recognized as the most potent force in adult education today. And Extension is recognizing its opportunities and challenges in the area of public affairs.

Opportunity is provided for in-service training of agents in public affairs. A recent example is an 8-day agents' school in Minnesota on zoning and land use.

County agents are encouraged to take advanced work. Nearly 1,500 of them have taken courses in public affairs at regional extension summer schools during the past 10 years. And probably that many more have taken advantage of similar courses at their own institution. The Farm Foundation has provided scholarships for about two-fifths of the agents taking the public affairs courses at the regional summer schools.

The Farm Foundation has been interested in public affairs education for the past 10 years. Since 1951 it has sponsored annual conferences on Increasing Understanding of Public Problems and Policies. These assist extension workers in this field through presentation of timely and useful information and discussion of effective techniques for presenting this information to groups.

Melding Resources

Intelligent decisions on public affairs usually require facts and figures from many fields, including politics, economics, and sociology. Within each discipline, we need effective cooperation between specialists, research workers, teachers, and other staff members.

Often assistance of others outside the USDA-land-grant college system is needed to serve people adequately in public affairs education. In fact, Extension's greatest opportunity frequently lies in helping local people obtain other resources.

The conclusions drawn or the actions taken are the prerogatives of individuals or groups. The task of the extension worker is to point out the economic and social consequences of alternative choices. His role is encouraging logical analyses by the people that will be affected, so that the results will be consistent with their goals and values.

Farm forums of the kind now conducted by several States are a good way of presenting factual background information. Opinions and personal values can be brought into the discussion through panel presentations and audience participation. Among the questions handled effectively by these techniques are farm programs, foreign trade, and U. S. foreign policy.

Teaching Techniques

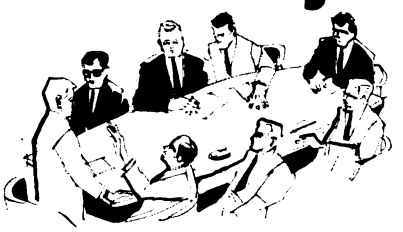
Short courses are an effective means of helping local leaders better understand the basic economic principles which are important in making sound policy decisions. These leaders can then serve as informal educators at school meetings, farm organization meetings, or wherever people get together. Short courses have been especially effective on such issues as taxation, schools, roads, zoning, and land policy.

Meetings not specifically designed for public affairs education can often be used to present facts and alternatives on policy issues. The features of proposed brucellosis legislation are appropriate subject matter for a dairy meeting, federal orders at a marketing meeting, local health legislation at a homemakers meeting, safety laws and policies at a 4-H meeting.

Mass media can effectively stimulate interest on public issues. And they can help extend meetings and forums to a wider audience.

Extension has: the organization to do public affairs education, the resources either within the staff or available to it, the know-how from tested and proven techniques, and the confidence from successfully operated programs in public affairs. The challenge is organizing to service more fully the demands of local people in a rapidly changing world.

an Opportunity and a Challenge



by E. L. PETERSON,
Assistant Secretary,
U. S. Department of Agriculture

TODAY we live in a rapidly shrinking world. With jet-propelled transportation, we are only hours away from any corner of the globe. And the world's vertical frontiers are limited only by the capacity of the mind of man.

As our space scientists reach toward the stars—figuratively and literally—the lives of American people are increasingly affected by events taking place beyond the farm fence and beyond geographical boundaries. Their lives are becoming more intimately involved with government activities at every level—local, State, Federal, and international.

Whole Picture

To make intelligent decisions on this ever-broader range of issues, the American people need a continuing flow of accurate information about them. They need to know how to get, analyze, appraise, and use such information. People cannot think in a vacuum. Without the facts, public discussion is but the pooling of ignorance.

Education in public affairs offers Extension one of its greatest opportunities and challenges. Our form of government can function well and effectively only to the degree that we have an informed, intelligent, alert, and responsible citizenry. Extension can help people equip themselves to make policy choices with full knowledge of the alternatives which stem from these decisions. It can do so without becoming either a protagonist or antagonist for any particular course of action.

New Vistas

Public affairs education is not a blanket that covers the universe of economics and sociology. Nor is it confined to questions of agricultural policy, important as these are and will continue to be.

Educational work in this field, for example, may be concerned with such local questions as taxation, zoning, and schools. In fact, the experience of a group in handling local issues may be the "undergraduate" training needed to prepare them for "graduate school" problems of broader dimensions.

Extension is part of a revolutionary system of education dedicated to the concept that every citizen is capable of contributing to the development and growth of our society. This system was conceived in the idea that education is the common property of all who would avail themselves of it.

And this idea has proven its worth. From the classroom, the laboratory, the field station has come the genesis of the American agricultural revolution, an achievement in productiveness the like of which the world has never seen.

This outpouring of knowledge had to be taken out among the people where it could be used and applied successfully. In carrying out this job, Extension has won a position of trust, confidence, and leadership throughout rural America. It has proven the concept that people armed with knowledge, and understanding how to use it, can successfully overcome any challenges they may face.

Today, with rural living increasingly affected by off-farm forces, extension has a responsibility to acquire and convey factual information necessary to informed participation in public affairs. This is a big challenge.

Researchers also have a big challenge—to obtain all the pertinent facts on an issue. And research in this field is difficult. It often lacks the precision of statistical research or proven methods in the physical sciences. But the fact that the field is difficult does not relieve research workers of the responsibility to explore the field and try new techniques.

By the same token, Extension cannot shrug its shoulders to its educational responsibilities because a field is controversial or because there are no clearcut "yes and no" answers.

In presenting information on public affairs, the extension worker must be objective. He must continue to be an effective, respected, and trusted educator.

This is a delicate role. In some cases, it is not unlike the role of the circus tightrope walker. The extension worker must maintain a balance, giving all information on both sides of an issue without favoring one over the other.

More Is Required

But extension work in public affairs requires more than objective fact presentations. This must be more than a cafeteria line of facts from which people can select only those they want. The people must be given all the facts and they must be stimulated to analyze these facts and apply them to their particular problems. Then the people can act in line with the decisions they have reached. It is through concerted public opinion that public policy is established.

Under our representative form of government, free men have created more goods and distributed them more widely to the benefit of themselves and their fellow men than has ever before occurred in the history of man. If we believe in this system, then we will accept the challenge of providing sufficient information to enable our rural people and all America to choose intelligently the public programs and policies which will affect their future.

Training in Public Affairs

by DR. TYRUS R. TIMM, *Head, Dept. of Agricultural Economics and Sociology, Texas*

EDUCATIONAL work in public affairs can be successful. It requires administrative support, competent leadership, and county agents who believe this subject matter will improve their programs.

First essential for success is for the director and other administrators to decide if educational activity in public affairs will benefit their total program.

Background Needed

If the decision is to give public affairs a trial run, what's next? A competent specialist will be needed, preferably one trained in agricultural economics, rural sociology, political science, and public administration.

Proper attitude and tact are important as public affairs issues are not subject to precise scientific analysis. The specialist must possess the qualities of a good leader and must cooperate closely with other specialists. He must be equally at ease at "forks of the creek" meetings or in suave business clinics and forums.

If an advisory committee is established, it should be only as a sounding board for the specialist to pretest his subject matter and methodology. The specialist can handle the overall job of dispensing subject matter, obtaining staff cooperation, and fitting into the extension program more effectively than a committee.

And the leader must see clearly what he is leading toward if he expects others to follow.

Initial job for the specialist is to overcome reluctance among county agents who fear they cannot do good educational work in this field.

"Some ranch people in my section pay high income taxes and resent it," one agent related. "They are automatically against all government expenditures, and feel that all governmental farm programs should be stopped."

Many agents feel they can do something about such situations. One commented after 3 weeks training in public affairs, "Before taking this course, 'agricultural policy', in my mind, was synonomous with 'hands off policy'. All I needed was a spark of confidence."

At the outset, the specialist can overcome much of the fear among county agents by preparing simple demonstrations for county use. For example, in a demonstration analyzing government expenditures he might show that of each $100 the Federal Government spent in 1958 for all purposes, only 8c went to agricultural extension services.

Technical Tie-in

Many public affairs issues are closely related to technical agriculture. Public policy questions often arise during farm visits in which the agent is engaged in helping the farmer on some technical problem.

The farmer may ask, "What about this talk of a two-price system for wheat?"; or "Do you suppose convertibility of currency can help the export market for grain?"

Now the farmer doesn't expect the agent to come up with a ready answer. But, as one agent says, "He does expect me to understand what he is talking about, and he expects me to carry on an intelligent conversation on the subject."

If the specialist shows county agents how public affairs education can help them to obtain additional support from new and influential

(See Agent Training, page 266)

County agents discuss agricultural policy in regional summer school course. At right is Dr. Timm, instructor, and second from left is Dr. Joseph Ackerman, Farm Foundation.

Agricultural and home agents discuss use of visuals in public affairs meetings.

FARM FORUM APPROACH

by **LUTHER PICKREL,**
Economist in Public Affairs, and
PHILLIP J. TICHENOR,
Information Specialist, Minnesota

Mass media support contributes to Farm Forum series' success. An estimated million people were exposed to news coverage.

THE New England town meeting idea—with a little streamlining—has had a thorough workout in Minnesota.

In the Gopher State, it's called the Farm-City Forum. And it has turned out to be one good approach—though only one—to public affairs education.

While the forums vary from one place to the next, two things stay the same. First, local citizens hear specialists discuss top local and national issues. Second, everybody at the forum can ask any questions they like—no matter how pointed or controversial.

Public affairs education is a three-pronged proposition. It must provide training for county agents, training for rural leaders, and direct work with the public.

The forum helps with all three. It's one device that fits in nicely as part of an overall program involving a variety of approaches. The forum is a good ice-breaker; it stimulates among many people an interest that might not have existed before.

How It Began

Minnesota farmers, consumers, and local businessmen were finding they needed to be better informed. Evidence of this need cropped up everywhere. County agents got scores of requests for information. State specialists heard about it. Questions came to educators, public officials, and farm leaders as well. Some queries were from individuals; some were from organizations.

People wanted to know the strengths and weaknesses of current and proposed agricultural programs. They wanted more dope on the farm situation and other public issues.

The forum seemed to be a logical approach. So Minnesota extension workers gave it a whirl, starting in the 1956-57 winter. About 30 forums were held around the State during that and the following winter, with some 9,000 people attending.

As an example of how an individual forum took shape, let's look at one held in Worthington. In the fall of 1957, a group of local farm and civic leaders asked Nobles County Agent Ross Huntsinger to set up a forum. He agreed to coordinate one.

Worthington people got behind the idea. The local daily said, "There is a host of reasons why people should attend. The general theme—What are the best solutions for common problems facing county and area farmers and businessmen—is of interest to our two biggest economic groups. Most farmers and businessmen, regardless of political affiliation, agree on one thing: That the present condition of our agricultural economy could stand improvement.

"Simply put, the first purpose of this forum is to stimulate an active interest in the major public problem on the part of all citizens, rural and urban." Readers were urged—as they were at all forums—to ask any questions they wished, no matter how controversial.

Support Snowballed

Huntsinger got ready cooperation from the Farmers Union, the Farm Bureau, and local civic organizations in planning the forum. From the University's information service came a publicity packet which helped give the event a good push. These materials included: general announcement story, suggested circular letter to local farm families, mimeographed poster for local use, "cartoon" mat for local newspapers, mats and biographical material on all speakers, and suggested letter to newspaper editors telling about the event.

A well-rounded slate of speakers appeared at the forum in January 1958. Each speaker covered a specific topic.

After the speakers finished, a barrage of questions came from the

(See Farm Forum, page 266)

Training Women for Citizenship

by ELEANOR E. SMITH, *Home Economics Writer, Indiana*

DELEGATES to Purdue University's 1959 Citizenship School for Women learned about government from successful political practitioners—elected State officials of both major parties. Some 150 women from most of the State's 92 counties heard ideas ranging from a definition of political cynicism to an appeal to inform themselves and then go to the polls.

The school, sponsored by the State Home Demonstration Association and county home demonstration councils with the cooperation of the Indiana Farm Bureau, has been held annually since 1956.

In 1953, the State executive committee of the association, believing that the strength of a democracy rests upon an informed and active citizenry, appointed citizenship leaders in each district. These leaders spent 2 years gathering ideas and testing presentations that could be used in community voter education.

The primary purpose, according to Eva L. Goble, State home demonstration agent, is to develop "an appreciation of the need for informed participation in the State government." This is accomplished through knowledge of the practical ways in which women can function as citizens, through appreciation of the operation and function of political parties, and through development of understanding of current issues.

Two delegates from each county enroll in the school and receive training and education materials which they can use to promote participation in government and better citizenship in their counties.

Pointers for Voters

This year's 3-day school was keynoted by J. B. Kohlmeyer, agricultural economist. He told delegates that the machine candidate will win an election seven out of ten times, barring war, depression, or an exceptionally strong opponent. Pointing out that if more people were interested in politics, this would not be true, he advised delegates in aspects of precinct politics.

Practical problems at the local level continued to dominate the program as a panel discussed—How Women Contribute to Politics and Government. Three women legislators said that for a woman to be successful in politics, she must have persistence, integrity, and ability to compromise.

Dr. Kenneth McDermott, agricultural economist, discussed Pains and Gains of Progress. He pointed out that material advances bring about social changes and these in turn affect moral values.

Delegates took over an afternoon program. After a briefing session, they divided into groups of business, labor, agriculture, and white collar interests. They were assigned to a group representing a viewpoint different from their own.

The women were coached in the arguments of their side and methods of presentation, then reassembled to present cases before a mock legislative hearing committee. In this way they learned of the complexity of legislative issues and acquired respect for the other fellow's point of view.

The Lieutenant Governor urged the women "to go back home and urge every one of your friends, neighbors, and relatives to go to the polls—and before going to the polls to be well informed. In a republic such as ours, every citizen must participate."

Putting Citizenship Ideas to Work was the title for two skits. In one, Shelby County home demonstration club members presented "practical precincting." Delegates were encouraged to join a political party, to make

(See Training Women, page 268)

Hoosier Red Delicious apple is admired by Lt. Gov. Crawford Parker, luncheon speaker, and students at Citizenship School.

Citizen rings the bell during question a... ing at left is Miss Eva L. Goble, State ho...

FOCUS on...

PUBLIC AFFAIRS

by EDWARD A. LUTZ, *Agricultural Economist, New York*

"TEACHING teachers to teach teachers" is one aspect of extension education in public affairs in New York State.

That's what we do in State training schools for home demonstration agents and county leaders. At the 1 to 3-day citizenship leader training school, they learn facts on local and State issues, as well as teaching methods. Then they go back to the counties and train home demonstration unit leaders.

This year, for example, Saratoga County Home Demonstration Agent Helen Birchard reported 13 unit leaders trained to teach State government, 11 units later participated, and 199 members were "exposed" to the subject. The "exposure" ranged from a visit to the State legislature to discussions, skits, and quizzes in local meetings.

What We Teach

What do we include under education on State and local affairs? The boundaries might take in milk pricing questions, social security payments, or other issues of direct personal concern to farmers. They might include educational work with public officials, such as highway superintendents and county boards of supervisors.

We also carry on educational work in local and State affairs of less direct personal benefit to people. Their primary responsibility and interest in these issues are as citizens. Questions include property tax; assessment of property; local and State finance; public schools (purposes, organization, finance, consolidation); town, county, and State government; juvenile delinquency; public welfare.

The longest and most consistent effort has been the annual citizenship leader training schools initiated by the State Home Bureau Federation. It has been carried on more recently through Extension's home demonstration program.

The work with agricultural agents and their supporters has been less highly organized and more dependent upon participation of State specialists. This includes taking part in local forums and regional public affairs meetings, serving as speaker or discussion leader in county meetings, and conducting a series of county sessions for farm leaders.

Written materials include radio talks, discussion leaflets, bulletins, skits, flannelgraphs and charts. A popular extension bulletin, revised several times in the past 15 to 20 years, describes the State election laws. A leaflet on property assessment received widespread interest.

The State citizenship leader training school is carefully planned from the standpoint of subject matter, emphasis upon teaching methods, preparation and availability of teaching materials, and local availability of resource people. Specialists on local and State affairs participate in planning and conducting the school. And the help of outside persons often is sought because of their expertness in the subject or in teaching methods.

Measuring results in public affairs is more difficult than in areas where we may count blades of grass, compute yields per acre, or calculate income.

One way to appraise the effectiveness of the citizenship leader training school is through requests from counties for its continuation. Reports over the years indicate that tens of thousands have taken part in the programs in varying degrees of intensity. "Customers" are members of home demonstration units and other community groups.

In recent years, extension work on the property assessment issue has coincided with a vigorous program of the State Board of Equalization and Assessment and with interest from the State Farm Bureau Federation and others. A result of all these efforts has been re-assessment of property in many towns and improved equity in property taxation.

Key Pointers

It is important to select topics or issues of general, current interest. Particular questions may be so touchy in a few communities that partisans view any educational effort with suspicion. But this is seldom the case throughout an entire area.

The purpose of work in local and State affairs is to educate in the areas where groups, not individual farmers or farm families, make decisions. Often more than one "right" decision is possible, depending on value judgments of different group members. This means we must present all sides of issues, not back one answer.

Specialists at Cornell do research and extension work in local and State problems. Both activities add depth to citizen education work, though they place obvious limits on time. One way to offset these limits is through the multiplier effect of "teaching teachers to teach teachers" in the citizenship leader training schools.

AN IDEA GROWS

by MRS. MABEL C. MACK,
Assistant Director of Extension, Oregon

Weekly radio programs are effectively used in Josephine County to tell public about Great Decisions.

A SEED of an idea planted in 1956 has blossomed into a major activity in Josephine County, Ore. The fruit is grass roots discussion—and expression of opinion—on foreign policy issues facing the U. S.

This is the Great Decisions program, sponsored statewide by Extension and the general extension division of the State System of Higher Education, in cooperation with the Foreign Policy Association. A nonpartisan, nonprofit organization, the FPA takes no position on policy matters. It provides information on specific issues and seeks to arouse public interest in them.

The Planting

Actually, the seed was planted in Josephine County in 1956 by a high school social studies teacher. She organized a group of 20 adults who obtained FPA fact sheets and discussed foreign policy topics.

The next year, Extension took the lead in expanding the program. Rizpah Douglass, county home agent, started the ball rolling by inviting key people to discuss the possibility of participating in Great Decisions on a countywide basis.

This group was enthusiastic and immediately organized a council. A dynamic council, vitally interested in Great Decisions, is a must. And it needn't be a large group. Josephine County started with 7—now they have 19.

Discussion groups are the heart of the Great Decisions program, so organizing groups was the next step of the council. First an old-fashioned Town Hall meeting was held so everyone could hear about Great Decisions.

Here's what they learned. Great Decisions is a program to focus attention on key foreign policy issues. These issues are discussed in small groups, then individuals register their convictions. The opinion ballots are tabulated and sent to the College, where statewide totals are compiled and sent to congressional representatives and the State Department.

Town Hall meetings continue to be popular as a kick-off for the program each year. The next step is to find persons willing to organize discussion groups. Some volunteer at the Town Hall meetings. Others are asked by a council member.

Cultivating Leaders

Leaders of discussion groups are encouraged to invite members with different backgrounds and wide divergence of opinion. Animated discussions result. Groups too much in agreement often fizzle out before all the discussions are held.

Twelve to 14 is a good-size discussion group. Organizers often invite more, hoping the group will divide if it gets too large. Groups like the definite 10-week schedule for meetings.

Some people not able to join a group participate individually. They buy fact sheets (the whole packet costs $1) and follow the program through newspapers, radio, and television.

High school groups are among the most active in Josephine County. The city librarian says students use library reference material more than adults. And an 11th-grade teacher reports, "I make the social studies program fit Great Decisions. If students want to read about the Civil War, they can go to the library any time." So one day a week her four classes (120 students) study and discuss the fact sheets.

Discussion of Great Decisions doesn't end with the groups. One toastmasters club used the weekly topics as a basis for their talks. A minister reported that Great Decisions helped interest his church members in forming other small discussion groups. He also said this program opened up a whole new world of table topics for his family.

Harvesting Results

Many persons mention how Great Decisions stimulated their interest in world affairs. People read magazines and newspapers and listen to news broadcasts more than ever before.

Another reason for Josephine County's success was the way they localized the program. Oregon State College offered radio tapes of faculty members discussing weekly topics. But Josephine County leaders felt local voices on radio would stimulate more interest.

So they pioneered as the first county to do their own radio programs. Although the county is small (29,000 residents) many people were found who had visited countries dis-

(See Idea Grows, page 264)

Give Youth A Voice

by JOHN W. BANNING, *Federal Extension Service*

If a young person sits in a group discussion and says nothing, many adults think: "He's too immature—he probably doesn't know what we're talking about." If an older person in the same group remains silent, many youths think: "Well, he's a square and doesn't know what's going on in the world."

The above illustrates two fallacies about youth participation in public affairs. One is the fallacy of adults who think experience is a substitute for intelligence. The other is the fallacy of young people who think intelligence is a substitute for experience. Both are quite wrong.

In a democratic society, active citizen participation in all phases of community living is of major importance. Opportunity for young people to participate in public affairs is esssential to this goal. It provides the training ground for the development of mature, resourceful adults capable of participating in a dynamic society.

Giving youth a place in community life is not just a matter of training young people for adult responsibilities. Adults too have much to gain from the process.

Critical Role

Max Wolff of New York University says, "In periods of crisis affecting the fundamentals of society, the vision of youth must be blended with the knowledge of experienced elders to create the new basis for tomorrow's social organization. Such a critical period exists today in the American community."

Any major public issue in one way or another has some bearing upon the degree to which young people grow as citizens. And discussions of the issue benefit from the freshness and frankness of the young.

Reviews of youth activities in public affairs show that most community activities for youth are of a service nature. Such activities help young people to explore careers, pursue new interests, discover the importance of understanding persons of many racial, cultural, and economic backgrounds, and find the meaning of citizenship. So it is important that this traditional approach be retained.

Young people today, however, can effectively enlarge their participation in public affairs. They have increased opportunities to participate in conferences, work camps, and international exchanges, and a ready store of information available through radio, television, newspapers, and magazines.

But youth need help from adults if they are to participate broadly in public affairs. The adult—singly and as an identifiable segment of the community—is an important key in the discovery, release, and utilization of the skills and potential of youth.

Adults working to bring youth into meaningful participation in public affairs need an understanding of adolescent and young adult behavior, hopes, and aspirations. They need an understanding and acceptance of themselves and their own strengths and limitations. They must know the elements at work in the community that enhance or hinder effective relationships. And they need skill in helping people to work together in groups.

What Youth Want

In April 1958, three 4-H Club members (Richard Manser, Md.; Myrna Long, Pa.; Peter Williams, N. Y.) joined 60 youth of 19 States representing 24 national youth groups in a conference on Youth in Public Affairs. Some recommendations and proposals made by the youth of the Conference are:

- About 15 percent of young people 14 to 25 *are* interested in Public Affairs. Another 75 percent *could be* interested in programs which include community affairs but "they need a little push."
- All communities should look into the possibility of utilizing youth in policy-making positions.
- Youth should be helped and encouraged to get the facts and then write letters to newspaper editors, officials in government, and other leaders concerning public affairs.
- Effective participation in public affairs by youth necessitates investigation, orientation, stimulation, and action.
- Specific areas in which youth are interested are: schools, labor regulations and legislation, exchange programs, international affairs, civil rights, and selective service.
- Youth need adult advisorship and backing. Adults must recognize their responsibility to listen seriously to youth and encourage them to form and voice opinions.
- Youth play an important part in the world of the future. Give youth a real function, goals, a better understanding, and they will definitely improve the community—not only the local community but the world in general.

Youth Achievements

As an example of what can be done, the following was reported at the conference by one delegate:

"You are probably all familiar with the Purdue University High School Opinion Poll which announced that 57 percent of the teenagers polled felt that the average citizen 'should be aloof from dirty politics.'

"Two years ago this report came to the attention of some of us who were then high school juniors. We thought something ought to be done. Members of the good government group in Somerville High School thought we should develop a project which would educate youth in a healthier attitude toward politics. In the project we had help from the head of the school social studies department. This teacher is representative of the kind of adult guidance we want—where we work together, youth and adults.

(See Voice of Youth, page 268)

Farmers Are Interested In Public Affairs

by ANDREW ADAM, *Clinton County Agent, Missouri*

FARM people like public affairs, when we give them information with real meat. This is what we found in local Farm Forum programs.

Several agents in this area had the same idea 2 years ago. We had just attended a State district forum. The timely material we received sparked joint county action.

Agents in our four-county group (Caldwell, Daviess, De Kalb, and Clinton) formed a pattern for operating.

Our program is primarily one of presenting economic facts or theory on various segments of the farm program. These are posted on flannelgraphs and kept before the audience. Short talks by economists and selected local farmers follow. Then we break into smaller discussion groups. Finally, we pull the groups back together for reports and a summary.

Planning Details

Here's how we worked. Getting specialist help on a one-county basis would be difficult. Each county in Missouri would have to compete with 113 others. Thus, the idea of going to a four-county group seemed wise.

We aimed for a date far enough in advance to do some thorough planning and get the stage set. First step was a program planning meeting of agents. We held this in Cameron, easily accessible to all counties. Since this seemed a probable location for our forum, we invited chamber of commerce officers and the superintendent of schools.

At this session, agents outlined the objectives of the proposed forum and asked the help of Cameron officials. We needed a meeting place for up to 300 people, parking accommodations, facilities for lunch, and help with local publicity. Not only did our visitors assure us our needs would be met, they also expressed a genuine interest in having the forum in their town.

Continuing with the planning job, the agents agreed to involve as many farm men and women as possible. Four men were to be asked to make short talks on assigned topics. Twelve to 14 men and women would be group discussion leaders; a like number would serve as secretaries, and one or two persons from each county would be registrars.

Each county agent carried out a publicity program including circular letters, news articles, farm visits, and radio announcements. To have uniformity in printed programs, mimeograph work was done in one county.

Local Reactions

Keen interest of farm men and women in public affairs issues was demonstrated as 268 actively participated in this forum. Under the guidance of 12 group discussion leaders, everyone had an opportunity to give his views on the questions: "What is the main provision we would like to have included in future farm programs? What provisions should not be included in future programs?"

Following Dean John Longwell's opening statement of the College's interest in public affairs, a slide presentation of the current situation was handled by Extension Economist Clarence Klingner. He pointed out such things as the shifts taking place in agricultural production, the step-up in production efficiency, changes in consumer demand, comparative income of industrial workers and farmers, expenditures for price support programs, and long time trends in land use.

Talks by two farmers, from different counties, followed Mr. Klingner's presentation. The topic assigned these men was, The Effect Farm Programs Have Had in My County.

A highlight of the forum was the flannelgraph presentation of What Programs Have Been Tried, by Wendell McKinsey, agricultural economist. Starting with the program of the Federal Farm Board and progressing to the Soil Bank, he reviewed the extent of success or failure of each program.

Mr. Klingner and Mr. McKinsey later led a discussion on what might be proposed in the way of national farm programs. This proved to be a highly informative part of the day's program.

One farmer spoke on, What Kind of Farm Program Is Needed in My County. He said in part, "Our farm problems have a wide scope. Certainly they are a lot wider than these 4 counties, or the State of Missouri: they are nationwide and even worldwide. Our farm business is definitely linked to the economic structure of the whole Nation. Many of the problems we have originated beyond the farm. They will have to be solved beyond the farm boundary." This talk was transcribed and used later by agents at three civic club meetings.

The audience was divided into discussion groups of approximately 20 each. Following a 30-minute discussion period, secretaries reported the opinion of their groups. Then Mr. McKinsey summarized the entire program.

Values Cited

The forum brought about a better understanding of principles involved in farm programs. One farm lady wrote, "I remember the Forum at Cameron as the best extension program I ever attended. I really felt the delight of learning, of understanding breaking through to me, about a number of problems that had been baffling me."

The writer of this letter took the forum message to her study club. She prepared her own charts and other visual aids. Another club member, commenting about this particular pro-

(See Farmers' Interests, page 266)

UNDERSTANDING
Eases the Growing Pains

by **WALLACE E. OGG**, *Extension Economist, Iowa*

AMERICANS like technical progress. But we don't always like all the side effects.

Technical progress inevitably means change and adjustment to change. Agriculture is no exception. In fact, agriculture has some unique characteristics that makes adjustment to rapid technical progress especially painful.

Rapid technical progress in an industry is characterized by at least three factors: level of output, size and number of firms, and secondary adjustments for people and communities. Agriculture is no exception.

American agriculture faces the problem of adjusting production to rapidly advancing technology. Public policy has not yet been able to effectively cope with this.

Advancing technology with its increased mechanization is pushing the small farm toward obsolescence. Expansion in the size of farms and the declining number of farms create side effects. People who leave agriculture need training for nonfarm employment. The whole educational system in rural areas does not yet reflect this need.

Rapid changes in agriculture also create problems for towns. In the declining towns, institutions like schools and churches have excess capacity. This pushes in the direction of reorganization. It also tends to let obsolescence develop.

In the growing communities, there is an opposite problem. Facilities tend to be bursting at the seams. School and church building programs fall behind. City planning has difficulty keeping up with the need for services like streets, sewers, and zoning.

In this setting of adjustment to economic and social change, Extension has a unique opportunity and responsibility. Extension can be justly proud of its contribution to technical progress. But with the successful extension of such progress goes the responsibility for facilitating adjustment.

Extension has an educational obligation to the declining numbers of families who farm and are faced with individual and public problems of adjustment. Extension also has an obligation to the rural people who are leaving and to both the declining and growing communities.

Two kinds of public affairs programs can be identified in connection with the public issues raised by agricultural adjustment. The general public needs understanding so they will support programs which effectively come to grips with real problems. They need to be made aware.

Then leaders need information so they may take rational action.

Mass Awareness

Two examples of State programs reflect Iowa's extension effort in public affairs.

The first was the Challenge to Iowa program conducted in 1958 to acquaint people with the nature of adjustment problems. A broad-scale program was inaugurated to reach into as many homes as possible. County staffs were trained and conducted nearly 1,300 meetings attended by just under 40,000 persons.

Immediately following these meetings, a series of six mass media programs was conducted. Seven television stations carried six 30-minute shows, 26 radio stations broadcast six 15-minute tapes and nearly 200 newspapers cooperated. Subject matter presented in these mass media programs was from a series of six "fact sheets" on change as it affects Iowa. Over 30,000 copies of these fact sheets were distributed to individual families, social studies classes in schools, and "self administered" discussion groups.

It is difficult to evaluate the impact of such a program. One staff

(See Growing Pains, page 268)

PUBLIC AFFAIRS in the PLAINS

by **EVERETT E. PETERSON,**
Extension Economist, Nebraska

EDUCATIONAL programs on public affairs in the Great Plains are conditioned by the unique characteristics and problems of this region. The problems determine the policy issues upon which these programs are based. The characteristics of the region largely determine the human and financial resources available to Extension for carrying out these activities.

The Great Plains region includes 10 States: North and South Dakota, Montana, Wyoming, Nebraska, Kansas, Oklahoma, Texas, New Mexico, and Colorado. Rainfall is highly variable from year to year and within any one growing season. The climate includes hot summers, cold winters, strong winds, violent thunderstorms, and severe blizzards. The area has been called "the land of the freeze and the brave."

Physical Characteristics

The region has a level to rolling terrain admirably suited to crop farming but generally lacking in natural scenic beauty and recreational facilities. The soil is productive when adequately watered. Water for irrigation and other purposes is limited, so it must be conserved carefully and used wisely.

The Plains region is a raw-material producing area, mostly of farm products. Principal markets and processing centers are located outside the region. Few opportunities for off-farm employment are available.

The population is widely dispersed over the dry-farming and ranching areas. Providing public services to these scattered families is an expensive process. Irrigation development creates "humid-area oasis."

These characteristics and changes in farm price-cost relationships have caused irregular and unpredictable cycles of prosperity and economic trouble. In other words, we get hit at intervals with the one-two punch of farm prices that fall and rain that doesn't.

These characteristics make long-range planning exceedingly difficult. Yet long-run planning and reasonable certainty of the outcome are essential to a permanent, prosperous, and progressive family and community life in the Plains region.

Effective adaptation of people and institutional arrangements to Plains conditions requires a better understanding of these characteristics and their associated problems, including our place in the national economy and culture. Also needed are a clarification of goals and more adequate information on the policy choices or means for attaining these goals. This is the challenging task facing extension economists in the Plains States.

Two Types of Programs

Educational programs on public affairs in the Plains States fall in two main categories. Since agriculture is our primary economic activity and wheat is the most important cash crop, considerable effort is devoted to farm surplus problems and programs used or proposed for their solution. Programs on unique Plains characteristics and problems comprise the second type.

Close cooperation of the Nebraska Extension Service and the State ASC and SCS offices in getting out information on the Soil Bank and Great Plains Conservation Programs are examples of public affairs work. Campaign circulars were prepared by the extension economist to explain the purposes, operational features, and advantages and disadvantages of these programs to help farmers decide whether or not to participate. These circulars, used by ASC and SCS in training their own personnel, were distributed to farmers.

The educational job on the Soil Bank was one reason for selecting Nebraska as one of the States to try out the Soil Bank Bid Plan. And the Nebraska circular on the Great Plains Conservation Program was adopted for use by other Plains States.

Other Problems

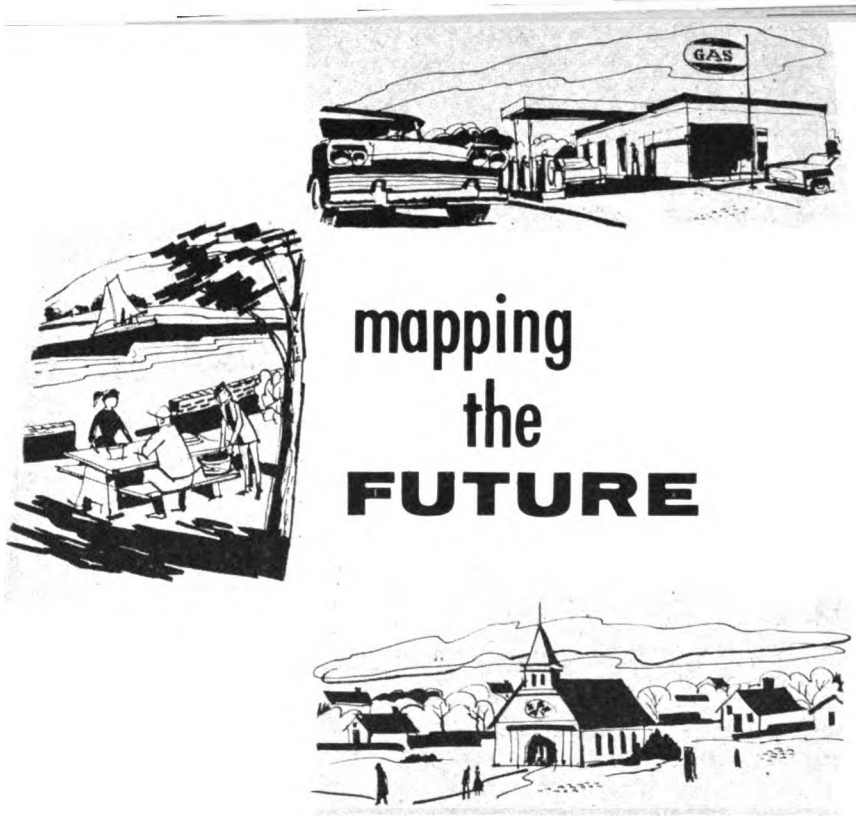
Several types of programs have been used in the second category. In 1957, the Colorado Extension Service helped the people of Sedgwick County organize and conduct a series of discussion meetings on the problems, needs, and possibilities of that eastern Colorado community.

In Nebraska, State and regional characteristics, problems and policy choices have been discussed by extension economists at statewide and district meetings of bankers, social service workers, FHA employees and extension workers. A statewide conference of farm, business, industrial, educational, governmental, and professional leaders was organized in 1958 to develop better understanding of the problems and needs of the State and region.

Texas has also had a program of this type. South Dakota, Montana, Kansas, and Wyoming have developed educational programs on taxation.

The regional approach to problems common to all 10 States is just getting started. A Great Plains Educational Program Workshop for State and county extension workers was held in January 1958. It established "guidelines for an educational program that will help insure definite and well-informed action by all concerned with the creation of a stable economy in the Great Plains area." The Great Plains Agricultural Council in 1958 set up a committee to initiate, activate, and coordinate regional extension programs.

This regional approach to extension programs in public affairs work should be further developed and expanded. A Great Plains approach would produce an improved interchange of ideas and information, more adapted and better developed educational programs, less duplication of efforts, and more efficient use of extension manpower.



mapping the FUTURE

by **ABRAM P. SNYDER**, *Community Development Specialist, Upper Peninsula, Michigan*

By the year 2000, an estimated 60 million more acres of recreation land will be used by people seeking views, woods, and streams. This estimate comes from the 1958 Resources of the Future Report.

The Upper Peninsula of Michigan has much to offer the tourist who likes the unspoiled wilderness. Citizens here are interested in developing skills and facilities to make the tourist business profitable and enjoyable.

The future looks good—partly because extension workers are gearing their educational programs to meet the needs and resources of the area. There has been much emphasis on land use planning.

Fourteen townships have adopted zoning ordinances. Thirty more townships are considering future needs and have held meetings preparatory to zoning. And in some areas zoning is being considered on a countywide basis. Extension agents have been primarily responsible for the educational phase of the zoning operations.

In 1958 the county extension directors engaged in a program of depth training—just as other agents have intensively studied agronomy or dairying—to adapt their skills to the prime needs of their counties. Depth training differs from conventional training sessions in that one to three county workers spend 2 or 3 days with a specialist to "absorb" a storehouse of knowledge about one subject. Dr. Louis Wolfanger, land use specialist, conducted the training.

Resource Inventory

Facts and factors are also obtained from three tourist and resort specialists who are aware of trends associated with zoning. These specialists have been servicing operators in the Upper Peninsula for several years. They have seen the tourist industry develop so that today it brings nearly $150 million annually into the 15 counties of the district.

A broadened resource base of college specialists is helping county extension personnel answer some of these education requests. A Rural Development program was started in the Upper Peninsula nearly 3 years ago. At the same time, Mich-State University decided to coordinate all off-campus services, including Extension and Continuing Education, through a district extension center and through county extension offices. Theme of the new program, Better Living By Design, applies to many zoning problems.

Preparing for Changes

Mel Nyquist, Marquette County extension director, has seen rural zoning become a major part of his work. A large air defense base is being developed in the county. Rural supervisors considered the possible impact on their growing tourist industry and on established communities. They saw a need for some kind of development plans and laws to implement them. Fortunately, Nyquist has been successful in motivating some action before "the horse is out of the barn."

He uses slides to convey the intent and purpose of zoning to the people. "It's like building a house," explains Nyquist. "One member of a family can't just take a portion for his room without regard for the others. A plan must be worked out. The same goes for a community."

Other slides show the population growth since 1840 along with the more recent burst of population into rural areas. Slides and color charts illustrate hit and miss developments along water frontages and highways. These visual aids often help encourage people to do something about zoning before it's too late.

Often, however, interest in zoning is triggered by trouble spots. In most such cases, the extension agents put out fires and at the same time encourage people to back up for a fresh look at the overall problem. Then they go through the basic study and educational processes that have proven most effective in building good zoning ordinances.

Such is the case in Delta County, where Director Joe Heirman was consulted because a township board doubted the legality of a recent or-

(See Mapping Future, page 264)

IDEA GROWS

(Continued from page 258)

cussed and who had the knowledge and interest to take part in half-hour radio panels.

If radio programs were effective, why not try TV panels, too? So the council accepted an invitation to participate in a TV series. Good speakers, who felt at ease before cameras and took time to prepare their discussions, made a success of these half-hour programs. At the end of each program, 10 minutes was devoted to answering questions phoned in by viewers.

Newspaper Support

Local newspaper support played a key role in the program. The council's newspaper chairman visited editors and supplied them stories they wanted. She also tabulated weekly ballots for story information. One daily paper listed radio and TV panel members each week in a box on the front page.

Fact sheets on two Oregon topics spurred interest in the entire program. These were prepared by extension specialists with the assistance of Phil VanSlyck, information director for FPA.

The first fact sheet, Building Today's Oregon, was tied to 1959 as Oregon's centennial year. Problems and opportunities in building the State's future were discussed. The second, What Frontiers in Oregon's Future?, discussed Oregon and the United States in a changing world.

Further Plans

As Josephine County looks forward to Great Decisions . . . 1960, council members have some new ideas for improving their program. One couple, for example, suggested weekly meetings of group leaders during the series to discuss activities. And the whole council is looking for ways to make ballot returns more meaningful to local people.

Josephine County's outstanding Great Decisions program is built on a foundation of five major steps:

1. Arouse interest among key persons in the community who may serve as a council.

2. Use mass media to localize Great Decisions, tell the story to everyone in the county, and motivate participation.

3. Make person-to-person contacts to locate people who will organize groups.

4. Set a date to start the program in the county so that it can keep the nationwide schedule for Great Decisions.

5. See that group members get fact sheet kits and other materials. From this point, each group will run itself.

Extension Winter School Scheduled in Georgia

Public relations, communications, 4-H, family living, and administration will be among subjects offered at the first winter regional extension school. The school, located at the University of Georgia (Athens), will be in session from February 15 through March 4. The following courses are scheduled:

Public Relations in Extension Work, S. G. Chandler, Georgia

Family Problems in Living and Management, J. W. Fanning, Georgia, and E. V. Pope, Federal Extension Service

Effective Use of Information Media in Extension Work, F. P. Frutchey, Federal Extension Service

Principles and Procedures in the Development of 4-H Club Work, Mary Frances Lyle, Federal Extension Service

Communication in Extension Work, O. B. Copeland, PROGRESSIVE FARMER

Administration and Supervision in Extension Work, A. E. Durfee, New York.

Book Review

AGRICULTURAL NEWS WRITING by Claron Burnett, Richard Powers, and John Ross, University of Wisconsin Agricultural Journalism Department. Published by Wm. C. Brown Company, Dubuque, Ia. 255 pp.

For both students and instructors, this manual treats the concepts and techniques of agricultural newswriting in depth. Emphasis is on the audience.

Although of particular value to extension editors and others in agricultural communications training, many county and State extension workers will find it a helpful guide for improving their newswriting. It is full of clear examples on all phases of agricultural newswriting. Basic newswriting techniques, newpaper style, copy preparation, types of stories, sources of information, feature writing, and editorial policy are included. —*B. M. Phifer, Federal Extension Service.*

MAPPING FUTURE

(Continued from page 263)

dinance. A check disclosed that the zoning board had made no provisions for enforcing the ordinance. Michigan's enabling legislation requires that provision for enforcement must be part of the ordinance.

Heirman called in MSU specialists who helped the local citizens revise and correct the ordinance. Heirman sees his job as one of basic education in the principles of government —a much broader effort than just enacting a zoning ordinance.

Preventive Medicine

A county director sometimes plants the "thought" seed in the mind of a county or township supervisor. Soon the township or county board invites the agent to discuss planing and/ or zoning at a public meeting. If the idea of proceeding seems desirable to citizens and the governing body, a zoning organization is appointed.

Every Upper Peninsula director has written, spoken, or held meetings to introduce the fundamentals of zoning to his county people. Supporting folders, written on campus, serve as "take home" pieces to be handed out at the meetings.

Rural zoning education is not easy. In fact, it is one of our greatest challenges.

Extension workers are successfully meeting this challenge in the Upper Peninsula. They are helping local people map the future.

Training Leaders in Agricultural Policy

by JOHN O. DUNBAR, *Extension Economist, Indiana*

Leaders in agricultural policy are thinkers and analysts. They know how the political process works. Every farm organization, every political group, and every community has these leaders.

Other citizens look to these leaders for help in working out sound agricultural policies. And leaders are interested in increasing their effectiveness.

Leaders usually take the problems-alternatives-consequences approach to solving policy problems. They determine what the real problem is, figure out all possible solutions to it, then carefully analyze the effects and consequences of each alternative. On the basis of this information, plus values, they help people make policy choices.

Here's how problems-alternatives-consequences policy leaders' training meetings have been set up and conducted in Indiana for the past decade.

Timing is important. You can't hold the meeting until people become interested in the issue. After they have made their decision, it's too late.

Invite 75 to 125 leaders to the meeting. Include several who have potential leadership. Obtain leaders from all groups really interested in the issue.

Before conducting the meeting, make a complete analysis of the problem, alternative solutions, and their consequences. Dig out relevant scientific knowledge and facts not commonly known by the group.

Open Discussion

Start the meeting by taking 5 to 10 minutes to analyze the problem. What is the situation which needs to be corrected? Why is it a problem? Will its magnitude increase or decrease? How does it affect the audience?

For example, suppose you're discussing, "What method should be used to reduce crop production in line with demand?" Show how much surplus farm output we have, size of our storage stocks, and how they affect farm prices and incomes.

Next, take 10 to 20 minutes to get an understanding of the alternative policies which can be used to bring about the adjustment. And show all the alternatives. For example, the most commonly suggested ways to adjust farm production are: quotas on marketing of all commodities; across-the-board direct acreage controls; a voluntary land retirement program with payments high enough to draw land out of production; allow competitive forces to shift low returning land out of production; limit capital, labor, or management; and some combination of the above.

The last 30 to 35 minutes of the first hour should be spent in discussing the consequences of these alternatives. Use an easel or blackboard. Get discussion. List what the audience thinks the major consequences would be for each alternative. Write down what everyone says. Don't stop to evaluate until the list is finished.

Then present facts to show the consequences. A good way to do this is to have the information mimeographed in table form. Go through the tables and let the people discover for themselves the information necessary to correct any mistaken beliefs.

Consequences should be in terms of such things as government costs, freedom of the individual, social costs, farm prices and incomes, soil conservation, and other pertinent factors. Stick to facts. The teacher must avoid imposing his values on the group.

Group discussion is important part of leader training.

Group Huddles

Next divide the audience into discussion groups of 10 to 20. Give them specific questions to answer. Two are enough.

One question can be a key criteria one which the audience can answer in 15 minutes. For example, in meetings on Should Social Security be Ex-

(See Policy Training, page 268)

AGENT TRAINING

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publics, their interest in this field picks up immediately. Many persons engaged in nonproduction phases of agribusiness are interested, for example, in how cotton support prices affect the export market.

Extension people don't have to know everything about a subject to handle parts of it well. After all, many agents are not experts in soil physics but know solutions for soil problems.

Agents don't decide whether a given government action is good or bad, fair or unfair. Extension help comes in the form of objective discussions of facts, functions of current programs, basic attitudes, contributing principles, related past programs, conflicting issues, market behavior patterns, various alternatives, probable consequences, and the changing nature of the environment.

It is impossible to get full agreement on public issues. Many "human values" are involved and many supporting facts are either unknown or ignored.

Comprehensive and systematic in-service training for agents in public affairs is a must. At present, four regional extension schools are conducting courses in this field and several States conduct their own courses.

Suggested Studies

A training program in public affairs for agents should include the following 12 phases: nature of public affairs; importance of public affairs; historical evolution of public policy; interrelationship of political and economic system and agriculture; interrelationship of public administration and agriculture; interrelationship of interest representation and agriculture; subsidy in agriculture and industry; parity principle; price fixing in agriculture and industry; production controls in agriculture and industry; interrelationship of international power, foreign trade, and agriculture; and agricultural policy in the long run.

Studying these topics, county agents should plan demonstrations for their counties. After studying the importance of public affairs, agents might plan a stripchart presentation for their county advisory group. They can also help officials of farm organizations with a series of meetings on the role of interest groups in agriculture.

Good practice can be obtained by writing a radio talk, how farmers rate on subsidies. Another opportunity would be an office exhibit to keep local farmers posted on parity prices.

Try a little public affairs education. It's important to you, your people, and your nation.

FARM FORUM

(Continued from page 255)

floor: Why should American farmers trade with the same foreign countries which compete with us? Why are milk prices lower here than in other areas? Should tariffs be lowered or raised? Where and how are farm prices determined? How does the Middle East situation affect farmers in Nobles County?

Panel members answered the questions directly and as completely as time allowed. And naturally enough, some issues were kicked around for quite a while. General reception for the forum was well represented by the Worthington daily in an editorial the next day.

"Although the forum didn't intend to solve any of the problems facing our farm economy, it most certainly did perform an enlightening, informative purpose. Those who were there came home with a host of new ideas. In a democracy, nothing is more important than that people be given the facts on issues of importance."

This resounding endorsement was typical of newspaper and community support for all forums. Nearly 15,000 people have attended the forums since they began, and clippings from weeklies and dailies promoting them would fill a bushel basket.

A few points on forums should be made clear. The forum itself yields only part of the value of this approach. If handled properly, the preliminary work with agents is a training aid. It helps develop an understanding and confidence in this part of their program. Work with farm leaders on such a forum brings up a chance to establish new contacts and improve relations with these people.

A communitywide forum brings local leaders together and makes them better acquainted with extension work. Followup work by newspaper, radio, television, and word-of-mouth reporting reaches a wide, diverse audience.

FARMERS' INTERESTS

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gram, said never before had the ladies so eagerly entered into discussion.

Extension workers have only begun to give farm people the kind of help they need. Our forum was good, but this is only one avenue of approach.

There is a need for short program outlines (including factual data) that might be used by home economics extension clubs, study clubs, civic organizations, chambers of commerce, and others. Visual aids, or suggestions for making such aids, might be included with outlines. Skits may also be used effectively.

Farm people look to Extension for leadership and help in this field. And in the years ahead, assistance in this field will be of equal or greater importance than that we render in the fields of production, marketing, or homemaking.

Agent Andy Adam (right) worked closely with local people in setting up forum programs. With him is chairman of county council.

Training Tomorrow's Leaders

by RICHARD C. LOTT, Huron County Program Consultant, Michigan

Editor's Note: Mr. Lott had close contact with Michigan public affairs programs as a district extension supervisor. He is now a program consultant in Huron County under the Fund for Adult Education Public Affairs Project.

FAMILIES in the United States spend less of their income for food than those in any other country. Extension has done much to make this possible by helping to increase efficiency in agricultural production.

At the same time, have we been doing an adequate job in public policy education? Have we been training tomorrow's leaders in public affairs?

Extension has been challenged to train public affairs leaders by the Scope Report. So Michigan has been taking a look at its work in this area.

Dr. Paul A. Miller, Provost of Michigan State University and former Director of Extension, expressed concern that few farm leaders have represented Michigan on national commodity committees or in national farm organizations.

Program Aims

Is this due to a lack of emphasis on education in public policy? As a step toward answering this question, we launched a program in public policy with these objectives:

- To inform the people about public policy problems.
- To suggest alternative solutions to these problems.
- To develop leaders who will have a greater desire to participate in public affairs and will assume that responsibility.

Four years ago a program was initiated on Michigan State University campus offering 12 weekly workshops in Public Policy. The morning sessions featured public issues, followed in the afternoon by programs on some phase of technical agriculture or farm management.

Fifty young farmers attended this series of workshops. Some came a distance of 150 miles. They were enthusiastic and found the experience so challenging that they requested similiar workshops locally.

In 1957, district workshops were planned in centers conveniently located to six or seven counties. Each county agent selected five to ten young farmers to participate in the sessions. At each session a different topic was presented by a specialist in agricultural economics.

At the final meeting of this series, the members said in an evaluation questionnaire that they wanted more time for discussion. As a result, the following year only one topic was scheduled each day, allowing time for discussion.

By this time, interest was increasing so that workshops were planned for two or three counties instead of six or seven. Attendance varied from 15 to 60 at each of the 18 workshops.

Each group formed smaller discussion groups, selecting a different chairman and secretary at each meeting so that everyone had an opportunity to lead the discussion. And each person had a chance to gain confidence in public speaking as he reported to the larger group.

During the 1958-59 sessions, specialists discussed these subjects: foreign trade, financing school construction, land use trends and zoning, water rights, farm programs, vertical integration, and training for effective leadership.

This year's topics include: agriculture's position in the economy, marketing trends, human problems in a changing agriculture, what lies ahead, and future farm programs.

Extension agents are enthusiastically developing good agricultural leadership to influence future policy. One county director reports that interest is so high his workshop may get too large.

Agents have tried many methods to insure successful workshops. One agent says, "Some folks think they are getting into politics when we mention public policy. We have to clarify the objective of these workshops. And we emphasize the responsibility of every citizen in determining public policy."

Another county builds up interest by building up candidates to attend the workshop. The agent tells them, "You have been selected as a farm leader to have the privilege of attending our workshop in public policy."

Many agents invite representatives of business concerns, chambers of commerce, and labor organizations to the workshops. Then they get opinions and greater understanding of public policy issues among various segments of the economy.

Bonus Results

Several county agents are already reporting results of training these leaders. Some young farmers who have participated have been elected to public office. Others have become officers in county farm organizations. They have a desire to take an active part in community, county, State, and national government and they have a knowledge of some of the problems.

As a climax to the course last year, 46 of the participants flew to Washington, D. C. The group had an opportunity to observe the formation of national policy. They visited the Departments of Agriculture, Labor, and Commerce, attended Congress in session, and each enjoyed a breakfast visit with his Congressman. As a group they met briefly with Secretary of Agriculture Benson and Vice President Nixon.

What about the future? County extension workers in Michigan will no doubt continue to enlarge this program and emphasize leadership training for public affairs. We think our leaders will be convinced that participation in our democracy is a personal responsibility.

TRAINING WOMEN

(Continued from page 256)

personal contact with candidates and party members, and to become active in community politics.

Delegates to past schools have initiated varied community education programs in their home demonstration clubs. A particularly popular project, arranged in almost two-thirds of the 92 counties, was a visit to the State legislature.

Clubs also arranged tours through county offices, where women met their county and local officials. The clubs assisted in arrangements for Federal and State officials to meet their constituents.

You can't weigh enthusiasm, but you can count votes. Ninety-six percent of the members of the Shelby County home demonstration clubs voted in the last election (one member voting for the first time in 21 years!).

Evaluation of an educational program is difficult. But if women of Shelby County are any indication, the annual citizenship school is a huge success.

VOICE OF YOUTH

(Continued from page 259)

"Somerville was one of the first cities to take up an urban renewal project, using matching funds in which the Federal Government grants $2 for each $1 invested in programs by the city. But the program was lagging. We decided that if youth got behind the program, we could give it some publicity and perhaps get something going.

"Some statistics on our results are: We got 1,272 people to reseed lawns, plant flowers and trees; 1,200 people cleaned their yards of litter, painted garages, etc. The city was improved considerably and there was recognition of the tremendous potentiality for right action among young people."

Today, more than ever before, American youth are involved in basic issues. They do not need to be motivated by superficial or artificial means. They want to be involved. It is a denial of their right as citizens if they are not involved.

Extension workers should join hand with other youth-serving groups such as schools, churches, farm organizations, and civic groups to encourage and help youth to take part in public affairs. This is a democratic approach—to harness all forces of society to meet common needs of the community, nation, and world.

GROWING PAINS

(Continued from page 261)

member said, "It would normally have taken several years for such a change in public understanding to take place."

In contrast to this mass effort for public understanding of the challenge of change, in the following winter the effort was aimed at education in depth. Three day-long workshops were held with about 1,500 leaders to help them develop a more thorough understanding of economic growth and social development.

In the winter of 1956, Wright County Director Aaron Bowman decided to hold a series of study group sessions on reorganization of county government. Professors in history and government prepared materials and conducted the study group.

At the end of the study series—armed with new knowledge—the group formed an action committee. This group decided on a course of action. And, in the 1959 session of the legislature, a bill permitting county government reorganization failed to pass by only one vote.

This was a program of genuine, appropriate education considering the nature of a problem and consequences of various alternatives for action. The group—after the extension educational effort—on their own initiative almost achieved a fundamental social change. Undoubtedly the question will be reconsidered in the political process.

Future Outlook

The essence of democracy is representative government supported by informed public opinion. In a complex society characterized by rapid economic growth and social development, public issues change rapidly. The urgency for achieving informed public opinion requires a more effective system of public affairs education. And the complexity of the problems requires depth in this education as well as speed.

Extension has the organization already mobilized to cope with this task. Through the land-grant colleges, Extension has unique access to understanding the process of economic growth in agriculture and the interrelation of this process with the rest of the economy.

Extension can meet this challenge as effectively as it has other needs in informal adult education. And in doing so, it will help to ease the adjustments in a rapidly changing agriculture.

POLICY TRAINING

(Continued from page 265)

tended to Farmers, the key question was, "Would the Old Age and Survivors Insurance program create more or less regimentation than welfare programs?" Leaders figured out that OASI would regiment them less than relief-type programs.

One question should always be, "Which alternative that we have discussed does your group prefer?" Here is where the audience reaches a decision after combining its values with the facts presented. The teacher contributed the facts; leaders now contribute their values.

Finally, the leaders are brought back together and each group reports its answers. And questions growing out of the group dicussion are brought up and discussed at this time. This reporting and discussion lets people take home a general summary of the meeting in addition to their own analyses.

One other important thing—no resolutions are allowed. Passing resolutions is the function of pressure groups and political parties, not of an educational meeting.

Every successful training meeting of this kind gives leaders and potential leaders: a more active interest in public issues, a better understanding of the policies and principles involved, a sound basis for critically examining evidence and for logically arriving at intelligent decisions, and a greater desire to participate effectively in the solution of public problems.

Kentucky Looks at Policy Issues

by **AUBREY J. BROWN**, *Head,*
Department of Agricultural Economics, Kentucky

Research publications strengthen extension work in policy areas.

INTEREST in the tobacco program influences much of the educational work on public policy issues in Kentucky. With over 180,000 farms having allotments and with about two-fifths of the cash farm income coming from tobacco, special attention is given to issues related to this crop.

Other issues are treated research-wise and extension-wise, but the "demand" in the policy area is heavily tobacco oriented. Because of tobacco's importance to the State's economy, we have an important obligation to growers and the trade to be prepared as educators to discuss and analyze tobacco issues.

Agricultural policy work in Kentucky is handled by the agricultural economics research and extension staff. Ten men in research and extension contribute part-time to the policy extension program on the basis of the individual's interest in the various subject-matter policy areas.

Research Base

Source materials related to tobacco program issues come mainly from the research program. The accompanying photo shows some of the research publications from which extension personnel draw their material. Extension leaflets also are drawn from this research. Usually they are developed to meet the need for information related to a current issue about which farmers must decide.

One important area of policy work is with the Kentucky Farm Bureau Federation. For the past 7 years, a committee from the State Farm Bureau and the University has listed some of the major policy issues facing farmers and other citizens.

When the policy issues are decided upon, statements are prepared by department members based upon their own research and other information available. These statements are designed to stimulate thinking, to present both sides of the issue, and to provide analysis of the issues where possible.

These policy issues are printed in the Federation's monthly magazine. Accompanying the statements are "questions for discussion" developed by the Farm Bureau staff.

For example, the August 1959 issue of Farm Bureau News included: (1) The Farmer's Stake in the Control of Inflation, (2) What's Happened to the Prestige of Agriculture? (3) Should Tobacco Allotments Be Sold or Leased? (4) The Foreign Market for Tobacco . . . How Important Is It? (5) Farmers Have a Big Stake in Taxes and How They Are Collected, (6) What's the Difference Between Parity and Price Supports? (7) Can Government Programs Help Livestock Prices? (8) When Our Children Leave the Farm Are They Well Prepared for City Jobs?

These issues are discussed in Farm Bureau policy development committees in the counties and recommendations made to the State Farm Bureau. District meetings, held by the Farm Bureau and Extension, help train leaders on methods and techniques of discussing policy issues. These leaders in turn lead the policy discussions with county Farm Bureau members.

Several counties have a policy development study group organized by the local extension service. When these groups decide on the policy issues they want to discuss, the county agents seek assistance from the Agricultural Economics Department for subject matter material and discussion leaders. An excellent educational opportunity exists for the expansion of this approach in other counties.

Here's an example of how one policy issue was handled recently. A proposal was under consideration to change the present acreage control program on tobacco to a combination poundage-acreage control program. A leaflet discussing the pro's and con's of the poundage-acreage measure was written by a research man and an extension man. Visual aids brought out the important differences of the two measures.

At district meetings a member of the agricultural economics staff presented subject-matter material to farmers and farm leaders. Then a discussion period was led by a representative of the Farm Bureau. Some individual county meetings were also held on this topic.

Nonfarm Discussions

Meetings with nonfarm groups to discuss farm policy issues are held throughout the year by department members. Through these meetings, businessmen and consumer groups gain a better understanding of current policy issues.

We continually are impressed by the interest in the policy area and by the willingness of farmers to accept an objective presentation and analysis of the issues. This is particularly significant in discussions of the tobacco program when we realize that the collective decision made by farmers through referendum can have different monetary effects.

We think a good start has been made in our educational program in policy areas. But we are also aware that much remains to be done.

OWNS the WATER?

by **FRANK S. ZETTLE,**
Adams County Agent,
Pennsylvania

Two dry seasons in a row created considerable interest in irrigation in the fruit belt of Adams County, Pa. And they led us into a public affairs program on water rights.

Underground water supplies in this area are limited. So irrigation water must be obtained from other sources.

Several small streams flow from the mountains through the fruit-growing sections to the general farming and livestock area of the county. Many farmers in the lower areas maintained pastures along these streams and watered livestock from them.

Trouble Brewing

During the first dry season, two large fruit growers put irrigation equipment into operation. One developed small temporary dams in a stream bed from which to pump. When the pump was in operation, all water from the stream was being used.

Two sportsmen's clubs downstream maintained about three miles of this stream as fishing water. And the stream also served as a source of livestock water in the southern part of the county.

The second fruit grower built a 20-million gallon pond and filled it from a small stream. Dairymen also relied on this stream for their livestock water.

These two cases were only the beginning of our water problem. Other fruit growers were installing irrigation systems. Obviously something had to be done to avoid serious trouble between the fruit growers and others using the streams.

The extension public affairs specialist was contacted and a plan of action mapped out. No formal water laws exist in Pennsylvania and no precedent for action had been established. But we felt that if everyone involved understood the problem and all the aspects of water use, a logical approach could be made to the solution.

Water use was broken down into three parts for consideration.

- The physical aspects which relate to supply, rate of use, quality, and sources of water.
- The legal aspects of water use.
- The economic aspects of water use as it pertained to the county situation.

Outside Resources

Next, we planned a meeting to present the three aspects of water and its uses. A panel was selected as the best method of getting the story across. Since the extension staff did not have sufficient background, it was necessary to locate other resource people.

We asked the State Secretary of Forests and Water to cover the physical aspects of water and to present certain economic aspects pertaining to municipalities and industry. He also discussed the water inventory of the State and the trends in water use.

A local attorney, familiar with farm law, presented the legal aspects of water use.

Two local farmers presented the economic aspects. One, a fruit grower using an irrigation system, was also a director in a large fruit processing co-op. This co-op had been having serious problems in obtaining enough water for its operation. The second farmer had an irrigation system and also was using a stream for livestock water.

The county agent served as panel moderator. An adjournment time was set at the beginning, but time was reserved to discuss thoroughly any questions raised by the audience. After discussion, the subject was summarized and the meeting adjourned.

Action and Reaction

The results were not the kind that hits the front page of the local newspaper. But they were positive. Just before the meeting, a downstream livestock farmer had contacted a lawyer. All the water from the small stream was being diverted into a farm pond.

Following the meeting and before legal action could take place, a new gate was installed and only a portion of the water diverted into the pond. The following year the pond was enlarged to impound water during the winter and spring months.

Another fruit grower, who had been pumping directly from a stream, built a series of ponds for impounding water during periods of surplus. Since the meeting 4 years ago, at least two dozen irrigation ponds have been constructed. In each case, however, they have been bypass ponds and ponds large enough to impound a supply of water during surplus periods.

Several farmers, realizing the need for adequate water legislation, have discussed the situation with their legislators. As yet no legislative action has resulted over water rights. So the problem of who owns the water and how much of it has not been resolved. But the people have learned to share the water and respect each others' rights.

We believe strongly in the philosophy that "in our democracy, once the people have the facts and all the facts, they act wisely and rationally." This is the basis for our county public affairs program.

CITIZENSHIP

(Continued from page 251)

Fortunately, Extension is geared to provide such information. By tradition and experience, extension workers are respected for unbiased presentation and analysis of facts. In technical agriculture and home economics they give tested and practical information based on research.

Extension has a responsibility to handle public affairs education work with the same expertness that characterizes our other efforts. This generally will require training, for many of us do not have adequate background in government, economics, and sociology. In some States, this may involve securing or allocating more resources to do the job in public affairs. In all States, it will require strong administrative backing.

Neutral Ground

Discussions conducted under the leadership of Extension are regarded as just and fair. Properly handled, they are neither pro nor con. They are forums in which all sides are analyzed. The ultimate decision is not Extension's—it is the choice of an informed public. Making sure the public is informed is a legitimate responsibility of extension people willing and able to accept the opportunity.

The matter of bias is frequently raised. This is a real concern. Prejudice can tip the scales of action. We are all inclined to take sides. It is normal.

But the heart of adequate application of public affairs philosophy encourages extension people and others to look before they leap. It develops an analytical attitude toward policy questions. It brings into focus on public affairs a scientific attitude similar to that applied in solving technical questions in agriculture and home economics.

Sources of help and information are available. The land-grant system is well-equipped to provide resources needed in an educational program in public affairs. Other institutions, agencies, and individuals often can make significant contributions. Correlation of the disciplines of politics, economics, and sociology with technical subject matter fields plays an important part in the teaching process when dealing with public policy questions.

Recurring Results

Extension philosophy in public affairs emphasizes that decisions are left to the people. Extension does not expect to provide the answers. It does its best to present known experience, to relate consequences from certain action in comparable dilemmas, and to suggest probable results in the present situation. Extension's task is to develop techniques and skills that work successfully within sound teaching principles.

The word public implies group decisions rather than individual. Individual judgment is tempered by one's fundamental values. So, educational work in public affairs precludes the teacher advocating a course of action. The teacher in public affairs must not only possess tolerance and respect for the values and beliefs of others, he must teach it.

Public affairs education serves rural and urban people alike. No policy program can narrow its sights to a single economic or occupational group.

Outside Influences

Decisions by rural people in groups are profoundly affected by trends in the national economy. Men and women in every segment of the economy realize that every public policy affects their welfare and influences the way they must manage their resources.

The best evidence that Extension can do effective work in public affairs is that it is doing it successfully. Many States are embarked on the program. A new look and greater understanding of its significance should come as we examine our responsibilities to the people we serve.

What we in Extension do in this field should be determined as are our other educational activities. The program should derive from the expressed needs of the people as they examine and analyze their problems, blended with the educational leadership Extension can offer them.

Acceptance of responsibility in public affairs is not something that can be postponed until eight other parts of Scope have been dealt with. It is an essential part of any integrated plan of action. It is a part of the whole. As such it will continue to command time, attention, and reward.

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 1060 Onion Diseases and their Control —*Slight Revision October 1959*

F 1443 Dairy Cattle Breeds—*Reprint*

F 2138 Slaughtering, Cutting and Processing Pork on the Farm—*New (Replaces F 1186 and L 273)*

L 358 Powder Post Beetles in Buildings—What to do about Them—*Revised 1959*

L 452 Replenishing Underground Water Supplies on the Farm—*New*

L 453 How to Control Bed Bugs—*New (Replaces L 337)*

MB 1 How to Buy Poultry by USDA Grades—*New (Replaces G 34)*

The following are obsolete. All copies should be discarded and the titles removed from the inventory list.

F 1018 Hemorrahagic Septicemia — *Shipping Fever of Cattle*

F 1535 Farm Horseshoeing

F 1903 Sugar-Beet Culture in the Intermountain Area with Curly Top Resistent Varieties

F 2053 Diseases of Cultivated Lupines in the U. S.

L 303 Southern Farmhouses

L 304 Control of the Garden Web-worm in Alfalfa

L 369 Wipe Out Brucellosis

The following are 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.

AB 98 Loose-Housing for Dairy Cattle

F 713 Sheep Scab

Interest Leads to Action

by C. R. JACCARD, Coordinator of Program Planning, Kansas

PUBLIC affairs education for home economics units is a rewarding experience for specialists, agents, leaders, and homemakers.

Leaders know they are expected to take the lessons back to their units. They consider themselves teachers and want to consider the specialist as a capable authority. But leaders may hesitate to accept their responsibility thinking they are not well enough informed. So, the first job of a specialist is to instill confidence while sharing knowledge.

Because a specialist is considered an authority, he must avoid bias in his presentation. We find it helpful to clearly define the issue.

We have a definite pattern for presenting lesson material. This involves presenting the lesson, furnishing handouts for leaders' use, offering a printed statement of what leaders should get out of the lesson, and suggesting how they can present it later. Leaders also know they can expect lesson evaluations later.

Dual Goals

One successful citizenship project was: Freedom Is More Than a Word. The stated objective (what the leaders should get) was to preserve the two-party system, to dignify the politician, and to arouse interest in the Kansas primary.

The primary was our first objective. We leaned on the Bill of Rights in order to promote interest and action.

"We can safely expect our government to provide for us the RIGHT to work; the RIGHT to fair play; the RIGHT to security against old age and unemployment; the RIGHT to live in a system of free enterprise; the RIGHT to speak or be silent; the RIGHT to equality before the law with equal access to justice in fact; the RIGHT to education; the RIGHT to enjoy life and take part in an advancing civilization.

"But when we ask the government to SUPPLY these wants, to GIVE them to us, we will pay for that request with our freedom and the abandonment of democracy."

Visuals can boost an audience's absorption of ideas a great deal. But we found that we must be careful to use only props which leaders can duplicate.

They appreciate additional handout material which can be taken to their units. In our citizenship projects, we have two allies to furnish materials. The League of Municipalities offers reports of every legislative session. And the University Center of Government Research supplies numerous items on government action and other politics.

An audience survey led off the section on political party organization, the primary, and presidential elections. This questionnaire served a double purpose. It showed us how much leaders knew about government while stirring up audience participation and interest.

Leaders were asked to name their Congressmen, State legislature representatives, and county elective officers. Of 550 leaders, only one correctly named all the men. Here was an angle well worth teaching.

After the lesson presentation, we drew leaders into further participation through discussion groups. Groups focused on the August primary and what their units could do to get citizens out to vote. Suggestions ranged from baby sitting to running for local offices.

Armed with their own lessons and teaching aids, these leaders presented the information to their units.

Results Rounded Up

As a followup, we questioned a sample of these leaders about their club results. Of 172 reporters, 170 had voted in the primary and 39 were candidates for precinct committeewomen. Seven units reported 100 percent membership voting and 29 units registered over 90 percent of their members as voting.

Other units participated in the primaries by furnishing transportation, clerking at the polls, baby sitting, telephoning, ringing doorbells, writing news articles, discussing voting at other meetings, and speaking at special meetings.

These are only a few of the immediate results that our citizenship lessons have shown. Kansas women developed a greater interest and awareness of their responsibilities to government. We feel satisfied that we made a good start. And leader interest indicates that we can go even farther in this field.