EXTENSION SERVICE Review

JANUARY 1960

GRADUATE STUDY

READING

SUMMER SCHOOL

IN SERVICE TRAINING

TRAVEL

Stepping Up Professional Skills

EXTENSION SERVICE Review

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

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

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

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In This Issue

EAR TO THE GROUND

Perhaps you'll wonder, as you read this issue, why we asked Dr. Louis M. Orr, president of the American Medical Association, to write an article. You may think that professional improvement for doctors doesn't affect you as an extension worker.

As you read his article, you'll find that doctors and extension workers have a lot in common. For one thing, changes in medicine are taking place just about as rapidly as they are in agriculture and home economics. So doctors and extension workers both have to keep up with developments in their fields.

And doctors and extension workers are both in the business of serving people. "The assumption of care for others," Dr. Orr points out, "carries with it a compelling obligation for professional competence that cannot be ignored." Extension workers, as educators, have just as compelling an obligation that cannot be ignored.

I read the other day about a high school student who was seated next to a famous astronomer at a dinner. To make conversation, the student asked the astronomer, "What kind of work do you do?" He replied, "I study astronomy." "Oh," said the wide-eyed teenager, "I finished that last year."

The student's reply, though made innocently, typifies an attitude of many people today. They stop growing mentally just a few years after they finish growing physically. They think that when they receive their degree, their education is complete.

This attitude isn't common among extension workers, I'm sure. Most extension workers believe, like the physician quoted by Dr. Orr, that education is not completed at school: it is only just begun.

A successful businessman being interviewed by a reporter was asked the secret of his success. The businessman said, "I jump at every opportunity to get ahead." The reporter then asked, "How do you recognize an opportunity when you see it?" And the businessman replied, "I don't recognize all of them. I just keep jumping."

Perhaps we can learn a lesson from this businessman. We have many opportunities for professional improvement such as those illustrated in this issue—travel, graduate study, inservice training, summer school, reading, etc. We should jump at these opportunities whenever possible. And we have many other opportunities we may not recognize. To be sure we don't miss any, we'll all have to keep jumping.—EHR

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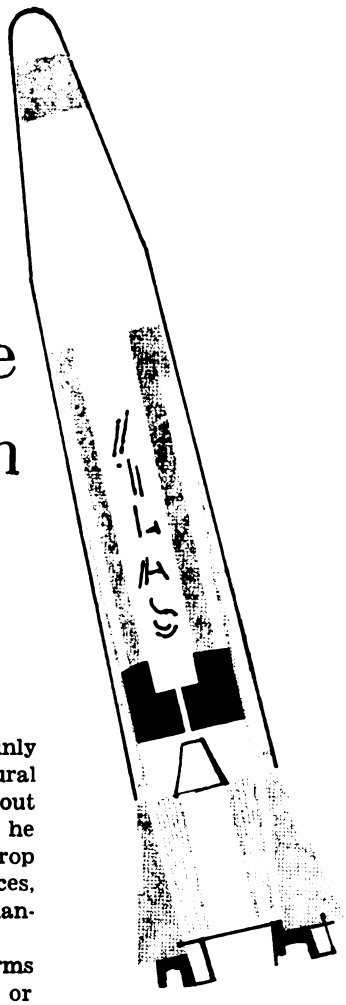
Meet the future Head On



by JOHN B. HOLDEN,
Director of Graduate School,
U.S. Dept. of Agriculture

TODAY'S farming would certainly seem strange to an agricultural graduate of 1945 if he had been out of touch with developments since he left school. His knowledge of crop varieties, pesticides, feeding practices, materials handling, and farm management would be obsolete.

He wouldn't understand such terms as antibiotics, growth hormones, or vertical integration. He would be unfamiliar with hybrid sorghums, corn driers, spray rigs, and bulk milk handling.

A 1945 graduate in home economics, out of touch with advances in research and development, would be equally at a loss. She would be unable to help with advice on selection and care of new fabrics, preservation of food by freezing, and meal planning in the light of gains in nutritional knowledge.

Dual Responsibilities

No one would question the importance of a planned and systematic educational program to bring these Rip Van Winkles up-to-date on what has happened since they left school. Keeping up with progress in our chosen field is a professional responsibility that's generally well recognized.

A second and equally important responsibility requires that we go beyond the information that keeps us in step with the times on our job. We must broaden our horizons—understanding the total community in which we work and its relationship to the national and international community.

The only way we can meet our responsibilities is by continuing study. This requires systematic study in evening courses, discussion groups, and periodic professional meetings. And every now and then, the task of meeting our responsibilities calls for something more—a summer institute, a semester or a full year in an academic community where one can go beyond the immediate, receive stimulation, and have time for reflective thinking.

We in the 20th century are living in an age of wonders. Man's control over nature has led to fantastic developments in scientific technology which have transformed the world before our very eyes. It is almost as if the dreams of magical power which so preoccupied past ages have, all at once, come to pass. We have forced the earth to yield her secrets and we now envision the day when everyone will have a decent diet, clothing and shelter, medical care, and education. Man can think of reaching toward the stars—figuratively and literally.

We possess the power but not the reality. For although the scientists and inventors have provided us with tools, many of us have not learned how to use them and we are not yet taking full advantage of the new technology.

Bridging the Gap

As has always been the case with human progress, practice lags behind theory. Between discovery and application there is always a gap—a gap that can only be bridged by education. Extension has aided farm people and others to narrow this gap, but we must do still better in the years ahead because of the increased pace of change.

In times past when the rate of change was slow, new knowledge could be imparted adequately through schools, colleges, and universities. If the youth of the next generation mastered what the present generation had discovered, agriculture and industry progressed.

However, in the past 50 years, a new factor has entered the equation —the factor of "rate of change." Today's research and development have been so perfected that new inventions and new techniques are being produced faster than they can be assimilated into the economic and social fabric of the Nation.

Because the American economy has had to accept change as a natural condition, our professional workers have had to acquire more flexibility in their thinking and more adaptability in their working and living habits. Moreover, our educational institutions have had to develop a new dimension in answer to this challenge of change. This new dimension, adult education, pioneered by the land-grant colleges for rural people, is being extended to urban people and the scope of extension work is

(See Meet the Future, page 20)

EDUCATION FOR SERVICE

by LOUIS M. ORR, M.D., *President, American Medical Association*

MEDICAL education is not completed at the medical school; it is only just begun." The eminent physician, William Henry Welch, made this statement more than 65 years ago. This precept applies not only to physicians but to the hundreds of thousands of other individuals in service-oriented occupations.

No doctor dares, in good conscience, to stand idly by in the happy delusion that he can continue to rely solely upon the knowledge gained in his student days. The assumption of care for others carries with it a compelling obligation for professional competence that cannot be ignored.

The accumulation of knowledge applicable to medicine has been taking place with such rapidity in recent years that it is little less than bewildering. New discoveries and their effective application to the diagnosis, care and prevention of illness have literally transformed the character of medical practice.

Continuing Process

Receiving the M. D. degree, then, is only the first step in the never ending education of the physician.

In general, the following represent the major channels through which new information reaches the physician: medical literature; consultations with colleagues; hospital staff meetings and conferences; local, State, and national meetings of general and specialized medical societies; formal postgraduate courses, and regional hospital-medical school educational programs.

A recent survey conducted by the American Medical Association showed that about one-third of the doctor's learning time is devoted to reading medical literature, another third is spent in professional contacts and consultations, 23 percent is taken up by hospital staff meetings, 5 percent at medical society meetings, and 5 percent in postgraduate courses.

Managing Time

In dividing his time among these activities, the physician often encounters a staggering number of worthwhile enterprises competing for his time and attention. Even the act of deciding which professional journal to read can be overwhelming when it is realized that there are literally thousands of these technical journals published every month.

The A.M.A., for example, sends to each of its 176,500 members its weekly scientific journal which carries articles covering all fields of medicine—new findings; data on new drugs, equipment, and products; information on the socioeconomic side of medicine; abstracts of articles from worldwide medical periodicals; reviews of newly published medical texts, and a host of other activities. To supplement the broad approach of the JOURNAL, the A.M.A. publishes monthly specialty journals covering ten different fields.

One of the association's outstanding services is the "package" library which supplies packets of articles in response to physicians' requests for specific medical information on a designated subject. State and county societies also maintain library facilities and publish journals.

The whirlwind pace of pharmaceutical research adds hundreds of new drugs each year. Nine out of every ten prescriptions that doctors write are for preparations that were unheard of 10 years ago. Doctors keep up with these new drugs through the established information channels and through periodic visits from representatives of drug manufacturers.

Many doctors are relying more and more on the techniques used by the mass media. As part of their educational programs, State and county societies and medical schools make extensive use of motion pictures. Closed circuit television, sometimes beamed directly from a hospital operating room, is also playing an increasingly important role.

Tape recordings of abstracts of the latest technical articles and talks by noted specialists have also been enlisted in the effort to keep doctors posted. Today, the busy physician can switch on a tape machine and listen to 15 or 30 minutes of valuable information between patients or even while he's driving his car or shaving.

This year, a group of physicians organized a unique FM radio hookup as an experiment in postgraduate education. Once a week, a 30-minute presentation followed by 30 minutes of discussion by five groups of physicians is broadcast by a Philadelphia educational station. Doctors signed up for the series will take a formal examination at the end of the course. And some 5,000 other physicians in the area can audit the programs over their FM radios.

Shared Experiences

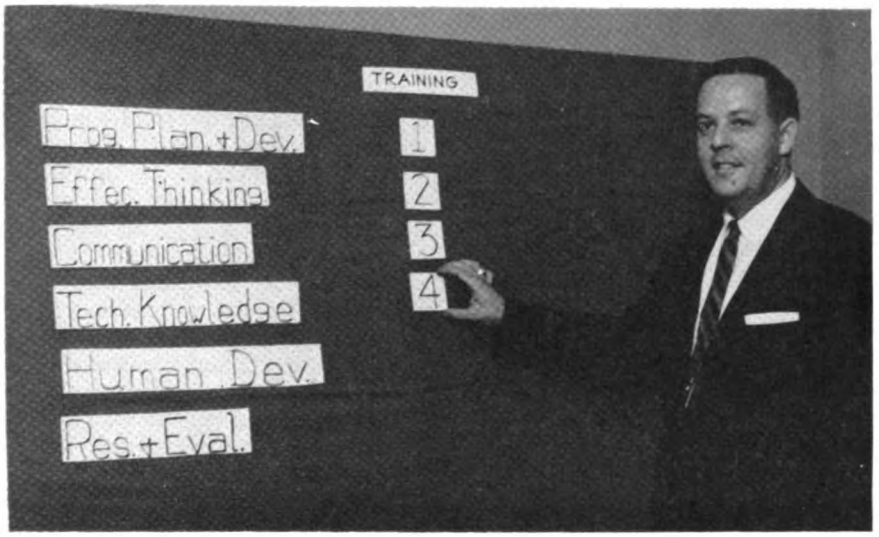
Every year, tens of thousands of doctors attend the A.M.A.'s annual and clinical meetings, the most extensive postgraduate medical sessions in the world. From 350 to 400 papers on what's new in research and clinical medicine are presented at these meetings. In addition, individual doctors and researchers man some 350 scientific exhibit booths and 300 technical exhibits display new drugs, equipment, books, and practice aids.

Recent studies show that more physicians attend formal postgraduate courses than members of any other profession.

In general, these courses fall into two groups—refresher courses to renew or update the physician's basic knowledge and skills, and special courses oriented toward limited fields of medicine.

Still unmentioned is the most crucial and rewarding facet of the physician's education—his practice and patients. Every individual who seeks his help represents a different problem, challenge, and stimulus.

In the final analysis, postgraduate education is for the patient as well as his physician. Both reap a rich reward from the continuing search for the highest quality medical care and service.



The author demonstrates ranking of training needs by county extension workers.

What Should County Agents Know?

by **ROBERT W. McCORMICK**, *Training Leader, Ohio*

WHAT competencies should a county extension worker have to perform an effective educational job in today's complex, dynamic society? That's the question 240 Ohio county agents pondered recently.

The extension worker's job, as over 80 percent of Ohio's agents see it, is to effect change in the behavior of the people with whom they are working. They selected this as their major role rather than being dispensers of information, providers of service, or organizers of activities. Agents feel that they are and should be educators or teachers.

This concept implies that a county agent must go beyond giving recommendations for fertilizer, increasing milk production, controlling weeds, or seeding a new lawn. He must create an educational atmosphere in which his clientele will understand the principles involved in agriculture production, marketing, family living, conservation and land use, youth development, and public affairs. He must equip the people he serves so they can make adequate decisions as they face changing life situations.

A national task force, made up of leaders in the field of extension training, identified nine general areas in which today's county extension agent needs competency. Ohio agents were asked to list these areas in the order in which they felt the most need for more training. The agents responded as follows:

Program Development
Effective Thinking
Communication
Technical Knowledge in Agriculture and Home Economics
Human Development
Research and Evaluation
The Educational Process
Understanding Social Systems
Extension Organization and Administration

Major differences from this rank order were that 4-H agents rated technical knowledge higher; agricultural agents rated human development higher; and home agents rated research and evaluation higher with program development lower.

In addition to indicating the relative importance of training needs, agents' responses provided detailed information on parts of each area. Under program planning and development, agents listed understanding changing population trends, how to build evaluation procedures into program plans, and how to build an integrated county program as items in which training was most needed.

In the general area of effective thinking, the agents indicated a strong need for help in how to develop effective thinking in groups and understanding the role of the county agent in predicting future results from existing facts. Under communication, agents listed these training needs: how to use television more effectively, how to write more effectively, and how to improve public speaking.

The greatest concern of agents in technical subject matter was for more training in plant pathology, entomology, marketing, marketing information for consumers, and family relations. Other specific items of concern were principles of effective counseling with people and understanding how to motivate people.

Individuality Shown

The ranking of the nine areas expressed by Ohio agents does not mean that these areas are of the same relative importance to all agents. Some agents have had more undergraduate and inservice training in some areas than in others. Their undergraduate work was in a variety of technical fields, with relatively little study in the social sciences which embody many of the needs identified above.

The nature of the training needs identified indicates the importance of concentrated graduate study in a university offering flexibility in programing so individual training needs may be met. Sixty percent of the agricultural agents, 30 percent of the home economics agents, and 25 percent of the 4-H Club agents had completed more than one semester of graduate training.

One key finding of the study was that each agent has unique needs. This implies that all agents should not be expected to participate in all inservice training activities.

Yet there is evidence that much inservice training in the past has

(See Training Needs, page 18)

WHY WE TRAIN

by **WILBER E. RINGLER**, *Assistant Director of Extension, Kansas*

Did you like your first job? Did it seem important? Did your supervisor fully explain your duties and seem to be personally interested in your success?

New agents are college graduates, well-trained, and want to put their "knowledge" to work. Their first few months on the job may determine their future. Satisfying conditions should develop a successful extension worker.

The need for careful selection of agents is obvious. Less obvious, but just as important, is the need for a well-organized induction training program.

Two basic facts about beginning agents are that their different backgrounds and experiences demand individual training, and that they need training in three common areas—communications, extension procedures, and subject matter—which can be satisfied in group training.

Distribute the Load

Both individual and group training call for the best qualified teachers and situations where learning can take place. A fundamental principle of learning is: Learning takes place most efficiently when the learning situation is most like the actual situation the learner is to experience.

An extension agent conducting a successful program best supplies situations most like those the trainee will encounter later. But beginners also have common needs that can most efficiently and effectively be taught in group situations by supervisors and specialists at the University.

Before setting up our induction training program in Kansas, we examined our personnel turnover. We hire, on the average, 40 agents per year. Formerly we hired agents any day of any month and sent them immediately to the counties. Admittedly, we had no systematic training procedure.

Training a trainee. Leonard F. Neff, Coordinator of Personnel Training, helps Mary Alice Rossillon understand her new job.

In developing a blueprint for induction training, we asked, "What does a beginning agent need to know or do the first year?" Agents, specialists, State leaders, and supervisors supplied these answers:

Increase competence in subject matter.

Develop skills in the use of basic extension methods.

Become acquainted with supervisors, specialists, and other agents.

Develop favorable attitudes toward the job and the profession.

Appraise extension work as a career.

Another important part of induction training from an administrative standpoint is the evaluation of the trainee's aptitudes and potential capabilities for county agent work.

Now we hire all beginning agents on the first Monday of the month. In their first week, they receive 4 days of orientation at the University, including meetings with supervisors and directors to discuss job responsibilities, reports, expense accounts, personnel benefits (all important from the beginner's viewpoint). An examination on the last day provides an inventory of their knowledge and identifies individual areas needing more explanation.

Going directly from orientation to a county, men agents spend 8 months with a trainer agent; women, 4 weeks. Both return to the University for four special schools during the first 8 months.

Attendance at these schools depends on the number of agents hired the past 8 months and varies from 15 to 25 agents per school. Group training is given in communication techniques, extension procedures, and practical subject matter with supervisors and specialists serving as instructors.

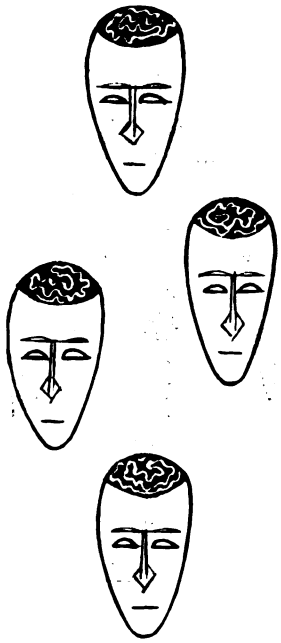
Scheduled every other month, the schools give trainees 7 weeks to practice (in real-life situations) the things taught at the school. This takes advantage of two principles of learning: Learning is most efficient when the learner is ready to learn and learning results from the active participation of the learner. County assignments correlate with the topics covered at the schools.

Logic of Training

Men and women are trained together to give both groups a better appreciation of the entire subject matter area of Extension and to promote better working relationships. Examinations (both written and oral) throughout the four schools are used to determine depth of understanding, effectiveness of the teaching, and need for individual followup training. Knowing that they will be asked to recall information or skills makes learners more interested and alert.

Upon completing the four schools, the trainees demonstrate their teaching skill before district supervisors, program leaders, and directors. Each graduating agent is given a topic (thoroughly covered in one of the schools) 3 or 4 days before the exam. They are encouraged to get complete information by reading reference material, consulting with supervisors, specialists, and other trainees. Fifteen minutes are allowed for the presentation and 5 minutes for questions. A chalkboard is the only visual.

(See Why Train, page 22)



PUTTING COMMUNICATIONS TRAINING TO WORK

by E. B. WINNER, *Federal Extension Service*

MAN'S mind, stretched to a new idea, never returns to its original dimension. For extension workers, the communications training program of the past few years has certainly helped in this stretching process. And many of you have strongly endorsed this effort. "This type of training should have been held many years ago," is typical of the comments frequently heard.

But what have you done with this new knowledge? Have you put it to work? Are you now doing a better job of analyzing the audiences you are trying to reach? Do you select communication channels with the feeling that they will do the most effective job for you? Are you doing a better job of motivating people? These are a few of the many questions we should ask ourselves as we go about our daily jobs.

Let's look at a few examples of where this new knowledge has been put to work.

Planned Attack

A change in Federal laws on interstate movement of cattle put pressure on Uintah County, Wyoming, cattlemen to clean up the brucellosis in their herds. One reason was that adjoining Rich County, Utah had started the testing program the previous year. And during the grazing season, cattle were frequently moved across the State line.

So a campaign was launched in Uintah County to get a testing program under way. But in the first 7 months, fewer than 13 percent of the ranchers signed up.

Then a communications training workshop was held for southwest Wyoming agents. During the workshop, Uintah County Agent Harold B. Hurich developed a plan to inform the cattlemen in his county of the brucellosis problem. The program was built to get a change in thinking and to get action.

County Agent Hurich developed a detailed time schedule of newsletters, news articles, and radio programs. Then he launched the program. Result: An additional 73 percent signed up during the next 3 months.

Recently, a 4-H literature improvement conference was held in Memphis, Tenn. The 21 extension workers—editors, 4-H specialists, supervisors, administrators, and subject matter specialists — analyzed their problems from a communication point of view. They asked themselves: Where are "Johnny" and "Mary" in the learning process in relation to the message? What did they want the members to know, to think, to do? What appeals motivate the many different "Johnny's" and "Mary's" who make up the 4-H audiences? The conference broke into small groups to work on the problems of audience, message, channels, and treatment of the message.

They dug deeply into each of these subjects. For instance, the group studying treatment of a message compiled a list of audience appeals. These included fun, fellowship, acceptance, excitement, conformity, new experiences and hero worship, to name a few.

Then this group developed a list of techniques for presenting a message—parables, success stories, first person testimonials, adventure, use of symbols, picture-story treatment, and the like. Next they looked at the effects of readability, organization, and graphics on message impact. Lastly, this group took several different messages and developed a list of appeals and techniques to get across each message.

All Out Effort

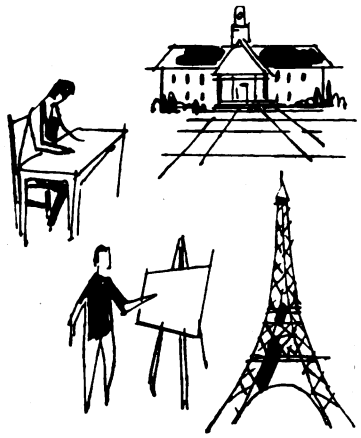
"Operation Production, a campaign to encourage wider use of scientific fertilization of all crops in Morehouse Parish this past year, is an excellent example of the application of communications training by parish agents," reports Louisiana Extension Editor Marjorie Arbour. The information campaign was planned during the fall of 1958 in cooperation with the National Plant Food Institute; the Chamber of Commerce of Bastrop, the parish seat; and a number of other farm, civic, and business groups. Leaflets were prepared. Circular letters and speeches were written. News and feature stories were planned. Kits of information material were assembled. And plans were made for farm and home visits to get newspaper stories and radio and television broadcasts.

Operation Production featured a 5-acre corn contest. And the top 43 contestants averaged 109 bushels per acre. Furthermore, more than 1,000 additional farmers in the parish had their soil tested during the campaign.

"Parish and district agents were pleased with the outcome. And several other similar campaigns are now

(See Communications, page 20)

A WINNER every time



by RUTH G. STIMSON, *Rockingham County Home Demonstration Agent, New Hampshire*

WE extension workers are faced with many problems. One of the biggest is trying to keep up-to-date in home economics and agriculture.

Thinking of ourselves as professional people implies a calling with a superior education. Regardless of the quality and quantity of our education, our teachers could only instruct us in terms of past and present knowledge. The future could be projected, but it was still the future.

Higher education teaches us how to adjust to our environment. At best we learn how to think, find new knowledge, analyze, correlate, and use our education to help others. Our extension cooperators have a right to expect these abilities, regardless of our training and responsibilities.

Professional Musts

As home economists, we must have technical knowledge and skill that are current. Nothing is stationary. Our clients, with more education themselves, expect us to know our subject matter better than they do. Then we can help interpret current developments and alternatives.

Families face many decisions in managing their resources to attain their goals. We home economists must be able to apply the basic principles of today's sciences and arts to everyday living.

To achieve professional competence we must have:

- An understanding of extension work and its educational function.
- Ability to plan, organize, evaluate, and communicate.
- Skill in some field—subject matter or administration.
- Interest in people and ability to work with them individually and in groups.
- Enthusiasm for new knowledge and understanding in the light of new situations.
- Faith in the value of our work, in other people, and in God.

As extension home economists, we have a huge task to synthesize knowledge from the physical, biological, and social sciences, and the arts. Our aim is to strengthen the family as the basic unit of society.

We must try to understand and correlate county and regional resources, after analyzing our local situations. We must constantly evaluate our educational methods and results.

With so much to be done, how shall we start? If we are interested in trying to keep up, we are at the first step of improving our professional competence.

Our interest will motivate personal research to find a better way of doing our jobs. Research may be formal and printed in a professional magazine. It can also go on in our offices or wherever we take time to reflect.

I've found it worthwhile to read something new everyday. Read, evaluate, and try to correlate is my suggestion for any home economist. The printed material may originate inside or outside of Extension. Some of the information will come to us, and some we will have to seek. Read widely in the sciences and arts. Use a library.

Learn the goals, resources, and policies of other organizations and institutions in your county or area. Know and talk with the leaders. Dig out mutual goals. Try to avoid duplicating effort.

Professional improvement may involve travel. You can gain knowledge theoretically, but it's challenging to see how it actually works out in other places. I've found it helpful to travel, observe, and talk with people in other States and the Canadian Provinces.

Travel helps us to evaluate basic needs and wants in family living. At a distance we can see our own program more objectively.

Inservice training is helpful in improving our abilities. And we also need exposure to personnel outside of Extension as well as within.

Formal Methods

Other professional improvement methods I've tried are: graduate work, short courses, and educational television. Regular regional agent meetings to discuss topics of importance to home economists and families are beneficial. The fellowship and tours at such meetings provide inspiration as well as information.

We also need contact with State and national professional groups for renewed faith in the job to be done. Visits by foreign extension personnel are stimulating.

Simple surveys help evaluate the effect of some phase of our program. In Rockingham County, we've made surveys on methods preferred by clients and their attitudes toward Extension. We studied food marketing and preparation, clothing selection preferences, mobile home interests, and public information efforts by home demonstration groups.

Statistical analyses are made annually and summarized periodically. These show trends in home visits, office and telephone calls, method demonstrations, tours, leader training, and bulletin and circular distribution.

We extension workers have many tools, responsibilities, and challenges as educators.

The Future Belongs to Those Who Prepare

by RALPH E. KIRCH,
National 4-H Fellow

PEOPLE ask me, "Why did you become a 4-H Fellow? Why did you change from advanced training in the field over a 5-year period to a year of full-time study for a degree? Why did you move your family of three children to Washington, D. C. for a year after being happily settled in a new home with a good position in Kent County, Mich.?"

The answers may sound strange but this is why. A little over a year ago, I became seriously concerned about the tremendous changes in farming. On a farm visit, I saw a Kent County farmer adjusting a power lift mechanism on his new tractor. As I watched, I couldn't help but compare it to the type of equipment I was familiar with a little over 10 years ago on our home farm.

As I thought about this change in equipment—about myself operating, adjusting, and maintaining it—I started thinking about other changes taking place in rural America. And my mind responded with, "What am I doing to keep abreast of these new changes as they affect my role as a professional extension agent?"

In 5 years I have seen a program of 1,400 4-H Club members and 235 leaders in Kent County grow to over 4,000 club members and 665 club leaders. From where I knew almost all the members and leaders, it's grown to where I know very few members and less than half of the leaders.

Panoramic Changes

Just look at your own home town to see dynamic changes. Notice the vast expansion of four-lane super highways compared with the two-lane intersectional "milk stop" highways of yesterday.

See the acres of beautiful, level fertile soil being planted to $60,000 crops of modern American homes populated with three or four red-blooded American kids. This requires further cultivating and seeding of new school systems to educate them.

If these apparent changes can be seen by the eye on the farm and elsewhere, think what must be occuring or should occur in extension teaching to keep abreast of our changing pattern of life.

This is why my professional improvement program moved from four courses over a 5-year period, given by the Continuing Education Department of Michigan State University, to a program of immediate action. Details for fellowship programs were obtained from the National Association of County Club Agents and the Extension Training Division of Michigan State University.

Time, money, and a family being vital factors, and looking for the personal improvement program which would best fit my liking and purpose, I sought the National 4-H Fellowship application form. Fortunately for myself and family, I was selected along with five other extension workers—John Heller, Kentucky; Eleanor Inman, Georgia; Charlene Lind, Utah; Dwight Palmer, North Dakota; and Rhoda Peck, New York.

The 4-H Fellowship program provides the unique opportunity to combine graduate study with a program of visits and conferences with people in executive departments of government.

Time is planned to visit Congressmen, Senators, public hearings, the Supreme Court, and other important offices of the national government. Official visits include the Archives, Library of Congress, Pentagon, Smithsonian Institution, and the Pan-American Union.

Other visits are made to agencies and organizations outside of government—the major farm organizations, AFL-CIO, 4-H Foundation, and National Red Cross.

Cultural and social development also play important roles in the program. Opportunity is provided to attend concerts, plays, lectures, dinners, and various other social functions.

In addition to all of this, 4-H Fellows may enroll in any one of the six universities in the Washington area for degree work. I'm now enrolled with the rest of the five Fellows at the University of Maryland and I'm taking a course in the USDA Graduate School. My plans also include taking some courses this spring at American University.

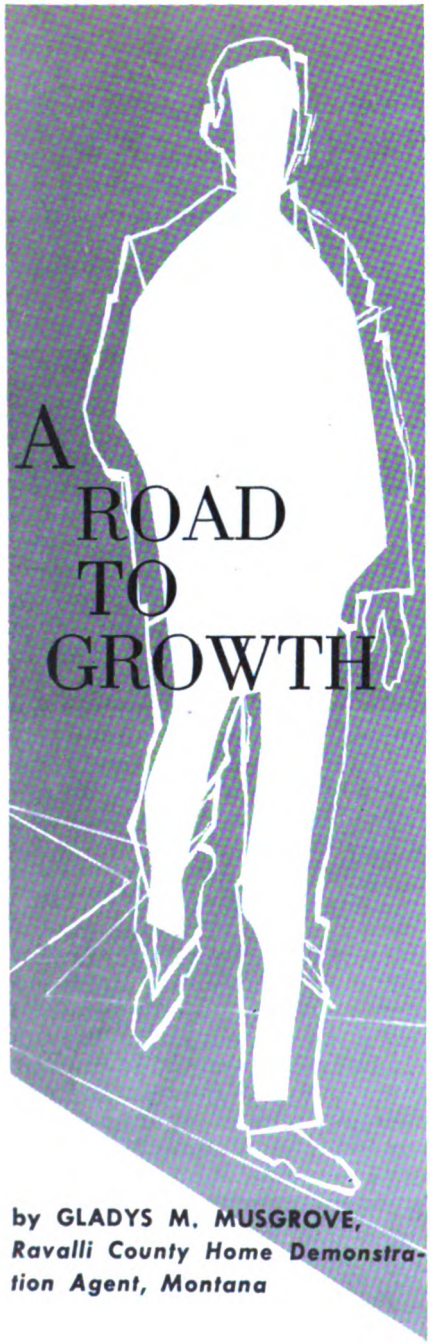
Specific Gains

Many of you in the field may question, as have I, the value of further formal education to do the job. Now that I have entered into this advanced training (less than 5 months) I can see that research methods, methodical evaluation, and scientific approach will aid materially in carrying out sound extension programing in the future.

This 4-H Fellowship program is providing me with insight far beyond what I could obtain through institutional type training. I am gaining a tremendous depth of philosophy in extension work; a fresh crisp outlook on the challenging role of extension, its direction, methods of attainment; inspiration; spirit; and further self confidence to do the job properly.

The fellowship program will give me a degree of Master of Science in Extension Education. Most important of all, it will provide me with the necessary tools for serving people to adequately help themselves. This is an ideal opportunity to come abreast of the new techniques and theory

(See Who Prepare, page 18)



by GLADYS M. MUSGROVE,
Ravalli County Home Demonstration Agent, Montana

WITHOUT an occasional reconnaissance stop to get our bearing and new direction, all of us extension agents can fall into rut-producing habits. During such a reconnaissance stop, I decided graduate study would improve my perspective.

Everything I was reading, all my contacts at conferences and inservice training indicated changes were shaping up for Extension. These changes involve both subject matter emphasis and new skills and knowledge.

Would these changes, whatever their shape, find me lacking? Would I, when such changes came, be fixed in a rut too difficult to scale? The time seemed expedient to do something positive in the way of professional improvement.

When I decided to do graduate study, I had no definite thought of specializing in a particular field. My principal desire was to improve my skills and broaden my knowledge and vision. So I set my sights toward a master's degree in Extension Education.

It was natural to choose one of the land-grant colleges offering such a degree. Previous attendance at summer school in Colorado influenced my choice of Colorado State University.

Fortunately, the philosophy at that institution concerning an advanced degree in Extension Education coincided with my desire to generally enlarge my scope of knowledge. Along with courses in the field of education, they encouraged enrollment in classes in history, sociology, philosophy, logic, social psychology, economics, literature, and the arts.

These courses not only increased my overall knowledge and understanding, they expanded my appreciation of all human effort and progress toward knowledge. This insight helped develop a patience with the slowness of education.

Increasing Values

Additional values from graduate study, of course, came from the exchange of ideas and philosophy with other graduate students. Such exchanges developed a deeper insight into extension patterns and methods used in other States and even a neighboring country. They also offered a basis for evaluating my own philosophy and methods.

How were such gains put to use? It is difficult to say just when, where, or how. Any knowledge and insight which develops mental growth becomes a part of the integrated whole personality—not just something attached loosely which the individual can take off and use at some specific time or place. Yet in some of my work in the past year, I know that graduate study made me more effective.

In a series of workshops on Leadership and Group Action, we applied the knowledge gained in both social psychology and conference leading. In a series of television shows on the challenge of change, we applied knowledge gained about problem-solving techniques. In working with our Rural Development committees, the knowledge gleaned in economics, sociology, logic, and social psychology influenced the guidance I gave.

Clientele Changes

Homemakers in Ravalli County also have been growing. Traditional how-to skills in the subjects of food, clothing, and home furnishings have lost their initial importance. A cross section of women in the county who sat down together to determine needs of today's homemakers are recognizing basic problems in some of our unsolved situations, both social and economic.

They are asking: How can we better understand ourselves? How can we work together in harmony as groups in order to accomplish better living in our valley? Why do our teenagers act the way they do? How can we achieve good or better relations within our families? Is there some formula that can be applied to solving problems? How can we measure progress in our efforts?

With people asking these kinds of questions, I'm thankful that I took time out for graduate study, particularly in the area of social psychology. Yet there is still a feeling of inadequacy to do full justice to the role of teacher and counselor in such a field. This serves as a challenge for even further graduate study.

It is good to take time out for study. Study itself becomes a reconnaissance which provides a good look at one's self along with a look at the changed road into the future.

One stop, however, will generate growth and knowledge and point the way for a short time only. The very nature of the words growth and change denote a nonstatic condition. Continued growth to meet a continuing change will depend on frequent stops for reconnaissance and study if we hope to lead with vision.

Scholarships, Anyone?

by RONALD SHILEN, *Executive Associate, The Fund for Adult Education*

WHAT are your chances of getting a scholarship? Can you better your chances? The first question can't be answered definitely. But for the second, the answer is yes. And the place to start is in your application.

Since its establishment by the Ford Foundation, in 1951, the Fund for Adult Education has disbursed $1,445,000 in scholarships and fellowships. Eleven percent of the grants have gone to extension workers. In the process, at least 200 individuals from Extension have had their applications considered.

On the basis of the above experience, what advice is there for prospective applicants from Extension? And how good is the advice? Regretfully, there isn't a great deal of counsel to offer and it has limited value.

Stop, Look, Write

Two general admonitions can be made immediately: (1) Read carefully the brochure, prospectus, or announcement of the grant program; (2) Give answers that are responsive to the specific question asked in the application.

The first of the two cautions is the key to why advice and guidance in scholarship candidacy are difficult to give. No two grant-making agencies have identical programs. Of those offering aid to extension personnel, no two programs are similar.

Each year the Fund sees applications which cannot possibly win FAE fellowships but which would have some chance, possibly a good one, with another grant-making agency. It's likely that other organizations receive proposals better suited for the Fund for Adult Education. But exchange of applications is impractical for many reasons.

In addition to careful reading of the grant-maker's literature on the scholarship program, it would be useful for the prospective candidate to examine the organization's most recent annual report. These are usually available upon request.

Grant-making organizations have their own objectives, of course. They employ their own varieties of "program projection" and they utilize evaluation in generous measures. So they need to determine whether a candidate for one of their grants intends to work along the lines of the donor's purposes in providing help.

Matching Objectives

Does the candidate's proposal parallel the donor's direction or not? A determination is sometimes difficult to make.

It is probably fair to say that the harder it is to make such a determination, the less chance a candidate has. The reverse is also true—the more clearly an application fits into the intentions and purposes of the donor's program, the brighter are its prospects for being chosen.

An alternative to applying for a grant in a program suited to the donor's purpose is to pretend such a situation. Every administrator of a national scholarship program would probably agree that there are some disguised candidacies in each round of grant-making. We may rationalize the impropriety of such pretense by saying that the grant is sought for inherently good purposes—study and training. But the lack of complete candor is bad from the perspective of results.

Nominating, screening, interviewing, and other stages of the selection process are designed to do certain things. Among them is validation of the data in the application.

An interviewer, face to face with the candidate for a grant, is sometimes hard put to identify the individual with the language and/or ideas of the application. This works both ways. Sometimes the person is far more interesting and worth more consideration than his application would seem to warrant. In our opinion, the candid applicant makes the most appealing candidacy.

In emphasizing factuality and truthfulness, we do not mean to undervalue effective writing in the application. A concise and forthright development and arrangement of convincing points help make a good case for a grant. This is important.

More Pitfalls

Candidates sometimes do not have all of the data asked for in an application. The information may not be obtainable at the time. It is better to say so frankly than to give filibustering answers or argumentation.

Among the least attractive applications reaching the Fund are those which parrot the language of the announcement, those which offer to study anything the donor suggests at any place the donor designates, those which present several projects and ask the donor to choose one, and those which exhibit a willingness to "struggle along" on a grant several times the applicant's current income.

As another indication of the difficulty of generalizing on scholarship applications, the last item in the above paragraph does not apply to grant programs with fixed, uniform stipends. The Fund asks candidates to provide financial information and then state the minimum sum needed to carry through the proposed study. Its grants vary greatly and do not have a minimum or maximum sum.

Applications we receive from extension workers as a group are quite good. They are good enough to make choosing between them a very difficult task for the Fund's selection committees.

Now let's take another look at the opening question in this article—What are your chances of getting a scholarship? With a plethora of fine candidacies each year, it is inescapable that the element of chance figures in winning of study awards. At some point in any competition of this kind, merit, worthiness, and quality yield to the roulette wheel.

Good luck!

National Committee on Boys and Girls Club Work and Massey-Ferguson, Inc. Cooperating with the Federal Extension Service

Six fellowships of $3,000 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, Wis. 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. Application blanks may be obtained from the State director of extension. The age limit has been extended from 30 to 32 which means that an applicant shall not have passed his 32d birthday on June 1, 1960. Deadline for applications is March 1.

Farm Foundation Scholarships in Public Agricultural Policy

The Farm Foundation is offering 100 scholarships, 25 in 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.

Mass Communications and Adult Education Grants

The Fund for Adult Education is offering 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, nor 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, New York. Specify whether your interest is in mass media or adult education.

Education in Public Affairs

In addition to the fellowships in adult education and mass media, The Fund for Adult Education will make two other kinds of grants:

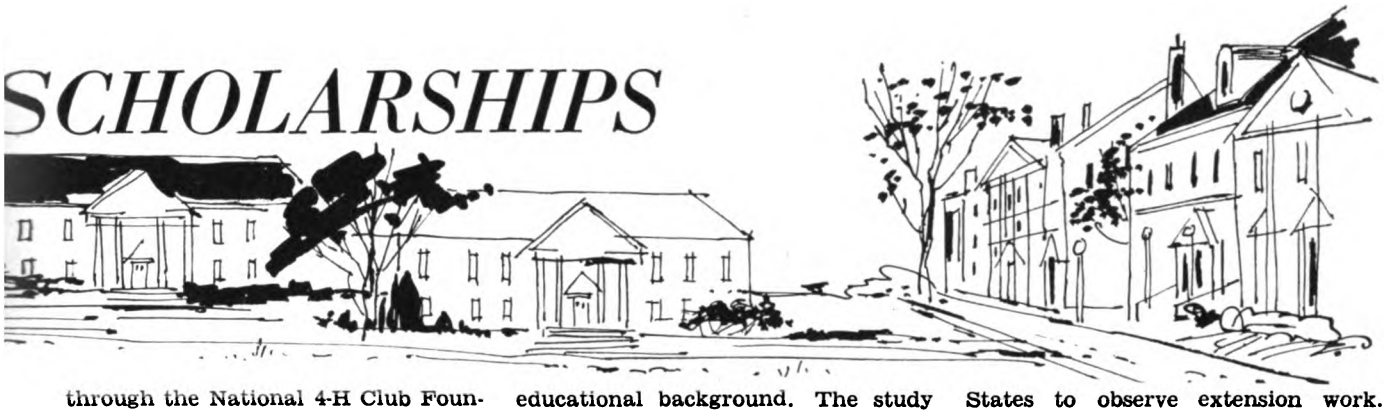
(1) to a few selected institutions undertaking projects in education for public responsibility. Such grants will be for program development and promotion.

(2) to national organizations undertaking to expand programs for public responsibility. Such grants will be for pilot projects. for program development and promotion, or for consultant advice. You can obtain descriptive information from The Fund for Adult Education, 200 Bloomingdale Road, White Plains, N. Y.

National 4-H Club Foundation and Sears-Roebuck Foundation

In 1960, for the ninth 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.

SCHOLARSHIPS



through the National 4-H Club Foundation, by a grant from the Sears-Roebuck Foundation.

The 6-week workshop will be held June 20–July 29 at the National 4-H Center, Chevy Chase, Md., 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 Puerto Rico, 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. 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.

Pfizer Awards

The Agricultural Division of Chas. A. Pfizer & Co. of Brooklyn, N. Y., has announced the sponsorship of four fellowships for travel or study to be offered in the fall of 1960 to home demonstration agents, one in each extension region. The awards are $1,500 each. A minimum of 5 years of 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 period is to consist of a minimum of 6 weeks.

Application forms may be obtained from the State extension director. Any home demonstration agent who has a minimum of 5 years' experience may submit an application to her State selection committee. One application from each State should be approved by the State selection committee. It should be forwarded with a letter of approval by July 1, 1960 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 "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 should be made to Mrs. Fredericks Jones, Longwood Towers, 20 Chapel Street, Brookline 46, Mass.

Grace Frysinger Fellowship

The National Association of Home Demonstration Agents has set up a fellowship named for Grace Frysinger.

The fellowship is for $500 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.

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 Puerto Rico, 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 must be 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.

(Continued on next page)

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 is 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 1960 must be received not later than March 1, 1960.

The Center for Advanced Study is sponsored cooperatively by the American Association of Land-Grant Colleges and State Universities, the 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.

University of Chicago Extension Fellowships

The Department of Education, University of Chicago, will make five university extension fellowship grants in 1960-61.

The grants are available to U. S. personnel in general university extension, the Cooperative Extension Service, or evening college activities. The stipend is $5,000 for four quarters of consecutive residence study in the Department of Education at the University of Chicago. Closing date for submitting an application is February 15, 1960.

Application forms are available from Dr. Cyril O. Houle, Chairman, University Extension Fellowships, Department of Education, The University of Chicago, 5835 Kimbark Avenue, Chicago 37, Ill.

Selections will be made on the basis of the candidate's academic record, his motives in seeking advanced training, and his potentiality for leadership.

Farm Foundation Scholarships in Marketing

The Farm Foundation is offering 20 scholarships—5 in each extension region—for marketing specialists, district supervisors, and marketing agents attending the Southern Regional Extension School at the University of Arkansas.

The Foundation will pay $100 to each recipient.

Applications for scholarships are made through the State director of extension to Gerald T. Hudson, Dean, Resident Instruction, College of Agriculture, University of Arkansas, Fayetteville, Arkansas.

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 1960 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 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, 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.

U. S. Steel Foundation

The U. S. Steel Foundation's graduate study program, generally at the doctoral level, includes 42 two-year fellowships available through designated public and private institutions. Each Foundation Fellowship carries a maximum benefit of $7,200.

Fellowships are available at the following institutions:

Social sciences—California, Chicago, Amos Tuck School of Dartmouth, Harvard, Indiana, Massachusetts Institute of Technology, Michigan, New York, Northwestern, Pennsylvania, Pittsburgh, Purdue, Stanford.

Physical and other sciences—Alabama Polytechnic, Alabama, California Tech, Carnegie Tech, Cornell, Duke, Georgia Tech, Illinois Tech, Illinois, Iowa State, Johns Hopkins, Lehigh, Michigan State, Minnesota, Ohio State, Pennsylvania State,

Southern California, Syracuse, Vanderbilt, Virginia Polytechnic, Yale.

Humanities—Colorado, Columbia, Fordham, Notre Dame, Princeton, Texas, Tulane, Wisconsin.

For details write to W. Homer Turner, Executive Director, United States Steel Foundation, Inc., 71 Broadway, New York 6, N. Y.

Cornell's Comparative Seminar Grants

Each year six fellowships of $3,000 each are awarded to Americans who are staff members of land-grant colleges or other United States agencies or institutions. They are expected to assume leadership roles at home or abroad in extension personnel training, supervision, or administration, with emphasis on extension work fitted to foreign cultures. Priority will be given United States applicants from those land-grant colleges that have contractual arrangements with institutions or governments abroad.

Admission to this special graduate program is through the regular channels of the Cornell Graduate School. Students are expected to major in Extension Education, but may select a minor from a wide range.

Although emphasis in the project is on a high-quality training opportunity, not on degree attainment, students may register in the status: (1) candidate for a degree (Master of Science, Master of Education, Doctor of Education, or Doctor of Philosophy), or (2) non-candidate (including post-doctoral fellow).

Application forms may be obtained from A. L. Winsor, Director of Comparative Extension Education Group, Cornell University, Ithaca, N. Y.

NACCA Travel Scholarships

The National Association of County Club Agents is sponsoring two Study-Travel Scholarships of $100 each. Only 4-H Club agents who are members of the national association are eligible. Plans for study-travel must be approved by the State 4-H leader.

Complete details may be obtained by writing to F. S. Mansue, Chairman, Professional Improvement Committee, NACCA, Agricultural Center, Toms River, N. J.

Training to Understand People

by EARL W. MULLEN, JR., *Rockland County 4-H Club Agent, New York*

Before becoming a county extension agent, I knew the work involved a great deal of interaction with people—individually and in groups. But not until I had been a 4-H Club agent for several months did I begin to realize the full implications of "working with people."

Much of my undergraduate training had been in subject matter areas. I wasn't on the job long before I realized that technical training in agriculture was only part of the background needed to do a job that would be really satisfactory, and even more important, satisfying to me.

I found some people were much easier to understand and work with than others; some groups functioned much more effectively than others. I began to think there must be reasons why individuals and groups react the way they do. If I could learn more about this, my work would be much more productive.

First Step

I decided to try and obtain some training in this area of understanding people. At the first opportunity, I applied for and was granted sabbatic leave to study at New York University. Since then I have completed requirements for the M. A. degree with a major in Human Relations and Community Studies.

All of my courses at N. Y. U. were interesting and have helped me in my personal life as well as my work.

Foundations of Human Relations in Education gave an overview of theory and practice in the treatment and prevention of human conflict. It was of particular interest because of reference to intergroup activities and problems. Class members gained experience in techniques of democratic planning and group action.

In a seminar class, Laboratory Course in Human Relations, each student was responsible for a part of the development of a neighborhood council in the lower east side of New York City. In carrying out the project, we had to identify and analyze many problems and processes.

Group Dynamics and Group Processes taught us effective ways of working with people in groups. To better understand a group, we have to gain insight into the reactions of individuals, including ourselves. We gained a better understanding of small group work—methods of forming groups, interpersonal and intergroup relations, problem solving by groups, and individual development.

Leadership Function

Another course equally as valuable was Group Dynamics in Human Relations. We studied the function of leadership in many kinds of groups, including group and individual roles, the organization and structure of small and large groups.

Social Anthropology and Education brought together information relevant to the problems of American culture and conflicts. The main emphasis was on the ways culture grows and changes, the universality of the basic fundamentals in human behavior, and the individual in the American society.

I was interested in General Methods of Teaching in Secondary Schools because it is at this age level that many young people discontinue their 4-H Club activities. Material presented concerned development of skills in locating, analyzing, and meeting the emotional needs of individuals; and in dealing with groups and patterns of group interaction.

Since extension agents are part of a large educational program, I took two courses in Philosophy of Education. These presented some of the leading philosophies of education—their assumptions, methodology, conclusions, and implications. As a result of these studies, my work is much more meaningful.

(See To Understand, page 18)

An Idea Is Bearing Fruit

by GALE L. VANDEBERG, *Associate Professor, National Agricultural Extension Center for Advanced Study, Wisconsin*

EXTENSION has been going through a period of transition. This is a natural development, of course, because Extension's clientele has been in transition.

We are all familiar with these changes among Extension's clientele since World War II—the rising level of education, advances in technology, population increases and migrations, agricultural specialization and commercialism, and other socioeconomic changes. Extension has been adjusting to these changes through expanding marketing programs, Farm and Home Development, Rural Development, Program Projection, and the redefining of responsibility through the Scope Report.

The changing economy, extension program changes, and staff increases have brought about a need for better trained extension personnel at all levels and for more specialized staff at supervisory and administrative levels. The number of employees in State Extension Services has increased over 60 percent in the last 15 years. Since 1950, more than 35 States have changed extension directors. Similar changes have occurred among assistant directors, supervisors and other administrative personnel.

Three Aims

This was the setting for creation of the National Agricultural Extension Center for Advanced Study. It was established to provide for professional improvement among those individuals who could have a major bearing on the direction of extension organization, programing and training. The originators of this idea believed that a national center could have an indirect influence on all of Extension's 15,000 employees.

Thus, the National Center was started in 1955 to accomplish three basic purposes: provide graduate training in administration and supervision through university courses, informal seminars, and personal counseling; conduct research on problems of concern to extension administration; and help plan and conduct national and regional seminars and workshops for supervisory and administrative staff.

A committee named by the American Association of Land-Grant Colleges and State Universities decided to locate the Center at the University of Wisconsin. The program is administered as an integral phase of the College of Agriculture and the Graduate School with the counsel of a National Advisory Board of which President W. E. Morgan of Colorado State University is chairman. The Center is financed in major part by a grant from the W. K. Kellogg Foundation.

Graduate Program

Fellowships are granted annually to about 30 individuals who have been identified for such a study program by their dean and extension director. Since the first Fellows enrolled in February 1956, 101 men and 36 women have made application. Of these, 75 men and 25 women from 40 States have been granted fellowships in the graduate training program.

Thus far, 24 persons have been granted the Ph. D. degree and 41 the M. S. degree in Cooperative Extension Administration. Another 26 are currently candidates for the Ph. D. degree and 9 are engaged in their M. S. degree program.

The graduate program is interdepartmental and interdisciplinary. Fellows enroll in courses appropriate to their individual needs based upon their undergraduate and previous graduate work, work experience, and job responsibility.

Students enroll in courses in various departments of the College of Agriculture, School of Home Economics, School of Education, School of Commerce, and the College of Letters and Science. Some 30 staff members of the University of Wisconsin, representing numerous disciplines, are involved in offering courses and seminars and advising Center Fellows in their research work. Guest lecturers conduct special seminars on subjects of current concern to administrators and supervisors.

A small staff plans and administers Center activities and teaches courses in extension administration, supervision, program development, budgeting, and personnel management. Enrollment in these courses includes, in addition to Center Fellows, many graduate students majoring in Cooperative Extension Education in agriculture and home economics.

Research

Research by Center staff and students includes: extension organization, administrative policies, and finance; program development; personnel training; supervision; the functioning of specialists; and 4-H leadership and participation.

Many research projects have been related to problems with which the Fellows are concerned in their home States. Others involve research in several States and may consist of segments of a major on-going project of a staff member.

Typical examples of the research are illustrated by the following theses titles: Job Attitudes of Middle Management in Three Cooperative Extension Services, The Role of the Cooperative Extension Service in Alaska, A Study of Training Needs of Home Demonstration Agents in New York, Criteria for Determining Financial Support of County Agricultural Extension Work in Texas, An Analysis of Training Needs of County Extension Agents in Ohio, The Professional Status of Extension Specialists as Compared with Research-Resident Teaching Staffs of Selected Departments in Four Land-Grant Institutions, The Role of County Advisory Committees in Program Projection.

Brief abstracts of all research by

(See Bearing Fruit, page 18)

Something New and Different

by O. B. CLIFTON, *Kaufman County Program Consultant, Texas*

NEW, different, and interesting. That's probably the best way to describe the training 12 extension workers received last summer at Michigan State University.

This 10-week training program launched the joint Fund for Adult Education-Cooperative Extension Service Project in Public Affairs and for Public Responsibilities. The project is now operating in two pilot counties each in six States—Arizona, Illinois, Michigan, Montana, Pennsylvania, and Texas.

Objectives of this project are to explore ways that public affairs education can be included as a major phase of extension programs and ways that local leadership can be expanded and developed for the acceptance of public responsibilities. This summer training prepared the 12 extension workers for their new jobs as program consultants in the pilot counties.

The trainee-consultants represented varied professional backgrounds ranging from none to 25 years of extension experience. Their educational background ranged from those with the B. S. degree to one with a Ph. D. Yet this training was so new and different that it was meaningful to all members of this rather diverse group.

A special seminar course, Extension Program Development in Public Affairs Education, was the core of the training program. The seminar occupied three afternoons each week.

At Monday sessions, outstanding scholars and authorities presented the latest concepts in public affairs education and adult education in general. The Wednesday sessions brought before the group outstanding social scientists presenting sociological principles, research findings and applied sociological studies. These "firmed up" or lent substance to the ideas and concepts presented by the Monday discussion leaders. At the Friday sessions, the trainees discussed and further digested the information presented during the week.

Seminar speakers were drawn from many of the nation's leading universities, foundations, and other organized citizen-groups. Psychologists, sociologists, adult educators, administrators, and others—all expert in their particular corner of the human relations field—were included as seminar speakers.

The other specially planned courses, each for 5 weeks, were part of the training. One of these, Area Analysis, was offered by the Resource Development Department. The other special course was Evaluation of Extension Programs, presented by the Center for Extension Personnel Development.

The evaluation course gave the consultant-trainees an opportunity to consider various techniques, tools, and approaches that have been used successfully or which offer promise of success in evaluating county extension programs. Dr. Edward O. Moe of Michigan State University and Federal Extension Service personnel staffed this course.

The course in Area Analysis provided information and ideas on the collection, analysis, and presentation of factual data on the county or area basis for use by program building committees. Dr. Frank W. Suggitt, coordinator of the FAE-Extension Project, conducted this course.

Additional Opportunities

In addition to these three specially designed courses, each trainee was allowed to take two elective courses. The only stipulation was that electives not be in technical subject matter.

Special seminar sessions often were held at night as speakers were available. Field trips to observe different types of extension programs in four Michigan counties were a highlight of the Area Analysis course.

Perhaps the most important aspect of the whole training experience was the opportunity to give thought and study to new considerations, new ideas, and new ways of viewing people, their interests, their prob-

(See Something New, page 20)

Extension administrators met with program consultants in 1-week planning conference. Addressing the group is Robert J. Blakely, Vice-President, Fund for Adult Education.

Foreign affairs are public affairs. Program consultants discuss foreign affairs with S. L. Witman, Director of Office of Cultural and Educational Exchange, University of Pittsburgh.

WHO PREPARE

(Continued from page 9)

which are destined to be the guide posts of extension workers in the years ahead.

Extension workers can be thankful that there is interest among organizations such as the National Committee on Boys & Girls Club Work and Massey-Ferguson, Inc. in sponsoring such a fellowship program. Without the finances made available by the above two concerns and Michigan's sabbatical leave program at half pay, it would have been a difficult proposition for me to move my family to the Nation's capital for a year for such a training program. As my wife and I had hoped, our children are benefiting as much as we by becoming familiar with the heritage of our great country.

Yes, the future belongs to those who prepare for it. If you haven't started gearing up professionally for the 20th century role of extension workers, I hope that the motivation process reaches you shortly.

TRAINING NEEDS

(Continued from page 5)

been given to all agents without regard for individual differences. The typical 1-day district training conference may need to be revamped. Orientation training programs and the whole induction process for new agents must be critically examined as to their contribution to the real needs of agents.

Seminars for agents with similar training needs offer possibilities for inservice training. Planned reading or study programs under guidance from supervisors or training officers present another possibility for professional improvement.

Despite the emphasis on other types of training, technical subject matter training should not be minimized. This is the basic ingredient of the extension agent's stock in trade.

But the agent who limits his training to technical subject matter is only partially equipped as an educator. Research in psychology, sociology, education, and human relations offers a "gold mine" of training opportunities.

How can extension workers best use the training opportunities available? Individually planned professional improvement programs, based on identified needs, can do much to improve effectiveness.

Here are some possibilities:

- Discuss your training needs with your supervisor. He can help guide and direct you.
- Map a program of professional training to improve your weak points. The supervisor can help to determine whether graduate training or inservice training will best answer your needs.
- Work conscientiously to carry out the training plan you developed. Be prepared to revise it as time passes.
- Remember that training is a continuous process. There is no point at which an extension worker can feel he has reached a peak and has solved all of his training needs. We need to take large doses of the educational medicine we offer to our clientele.

Graduate and continuous inservice training can be our passport to competency.

TO UNDERSTAND

(Continued from page 15)

Youth in Contemporary Society gave us up-to-date knowledge, insights, and concepts of the nature of adolescents and young adults. We studied their status in present day society; evaluated school and community programs and activities, and how they may promote the well-being of youth.

When I first returned from leave, I found myself consciously evaluating everything I did. At that point I wondered why I had gone back to school. But after a while this conscious evaluation wore off. And now I'm sure I am doing things with a different approach.

The various insights, concepts, and understandings gained through graduate study will help me in helping more people. I now find working with individuals and groups much more interesting, challenging and satisfying.

BEARING FRUIT

(Continued from page 16)

Center Fellows are sent to deans and extension directors in each State. It is hoped that over a period of years the findings of such research along with that conducted in other institutions, will be channeled through each State extension staff and reach those for whom it is most applicable.

Inservice Training

National and regional seminars, conferences, and workshops have proven a popular means of professional improvement for extension administrators and supervisors. Participating in the study and discussions of the "what" as well as the "why" of one's job with coworkers from other States can be of considerable value in broadening knowledge and bringing about changes in attitude and procedure relating to current practices.

The Center staff cooperates with the Federal Extension Service and State directors in planning, staffing, conducting, and preparing reports on such inservice training programs. A 2-week seminar was conducted for State administrators in 1956 with 39 States represented, and again in 1959 with 37 States represented.

In 1958, 110 administrative and program personnel from 46 States participated in a 5-day National Symposium on Home Demonstration Work. A Research Planning Conference was sponsored for 24 administrators, social scientists, and extension training leaders from 12 States in 1956.

Six regional 1-week workshops have been held for extension supervisors and three more are planned for 1960. The 500 or more participants in these workshops included most supervisors from every State.

Thus, the idea of a National Center is bearing fruit in terms of advanced training, research, and inservice training in extension administration and supervision. These experiences should be of value to the participants in developing their philosophy, determining patterns of operation, and giving direction to programs in the years ahead.

Seeing Ideas Put to Work

by MRS. MABEL ITO, *Home Demonstration Agent, Hawaii*

FARM and Home Development aroused a lot of interest in Hawaii in 1954-1955. Some of us jumped in with enthusiasm.

Our staff, for example, recruited several families and began meeting with them to discuss family inventory and planning. But we soon got stymied. We found that we didn't know much more than that F&HD was a good idea and we didn't know where to go from our initial enthusiasm.

Last year, with my sabbatical leave coming up, I decided to learn more about the why and how of F&HD.

Planning the Leave

I was granted a Grace Frysinger Fellowship to study extension work in other States. My objectives were: to understand Farm and Home Development better, to find out the various techniques used in teaching and carrying out F&HD, and to evaluate these techniques and decide which are applicable in Hawaii.

Washington State was selected as a good place to study because it was included in the Kellogg study on F&HD. Missouri also was recommended because of its Balanced Farming program, in effect for many years.

My study-travel began with a 4-week course on Methods in Agricultural Extension at the State College of Washington. Their course gives extension workers a better understanding of Farm and Home Development by focusing upon management as a key concept.

Through F&HD, agents can teach families the importance of management in many contexts—evaluating and using resources at hand in order to achieve desired goals. Decision-making thus is the crux of farm and home management.

The complexity of the decision-making concept was one of the most important ideas gained during the course. Decision-making is not only essential to the area of program emphasis described in the Scope Report as Management on the Farm and in the Home, but it has application to all areas of extension work.

A big part of the extension job is to teach people to understand management so that they are able to apply this skill in varying situations.

The extension job also involves giving people tools which are helpful in management. Some of the tools discussed during the course were workbooks, partial budgets, and farm and home account books. And since these management tools cannot simply be handed over to the people, how to teach the use of these tools was demonstrated.

Ideas Exchanged

Members of the class, county agents and specialists, shared their experiences in F&HD. It was agreed that individual help through home visits or group meetings of several families are two methods that can be used effectively, depending upon the readiness of the people to accept and use management ideas.

The communication factor of the learning process was considered carefully and the diffusion process—how an idea is learned and then carried from one learner to another—discussed. The effects of different methods of communication were also discussed and observed in class.

Visits to Washington and Missouri counties were made as a follow-through on course work. One thing became clear during these visits—Farm and Home Development is important to Extension and it should work in Hawaii.

Effective teaching methods used in Washington and Missouri can be adopted in Hawaii. First, however, agents have to become interested in F&HD and then trained carefully. Ideally, a team of county agricultural and home agents and a team of farm and home management specialists are needed to carry on this work.

To create public awareness and interest in F&HD, radio, newspaper, and television may be used. And it is important to give individual help to the few families who will take the lead. These early adopters are, in effect, the leaders who can interest others by telling their success story and by showing the results of their management program.

News articles, pictures, tours, or talks can help spread Farm and Home Development practices. As more and more families become interested, group meetings may be held to reach them.

Opportunities Opening

Since returning from my study-travel, the things I learned have been useful in a small but important way. In my county, I am teaching the management process to help families gain skill in decision-making.

Perhaps the ideas I gained can be put into greater practice during this year's annual extension conference, when the Scope Report will be analyzed in relation to Hawaii's situation. I am chairman of the committee to report on Management on the Farm and in the Home. It is my hope that this committee will see the need for an integrated program in farm and home planning and will come up with definite goals and steps in management education.

The combination of study, then travel, was a valuable and wonderful experience. Taking the course first to get background and understanding of the management process made the visits to counties more meaningful. Then the county visits, watching how fellow extension workers do the job, were valuable in showing how ideas can be made to work.

COMMUNICATIONS
(Continued from page 7)

being planned on a district basis," reports Miss Arbour.

More interest in columns is reported by another southern State—South Carolina. Editor Jim Copeland reports these results from a written communications training workshop. Many agents have made noticeable changes in writing styles. Several are now writing columns that were not doing so prior to the school. Latest count reveals: 34 of the 46 county agents who attended are now writing personal columns for either daily or weekly newspapers. And the remaining 12 are doing occasional stories or articles.

Verbal Messages

Minnesota Editor Harold Swanson says hundreds of 4-H and rural youth take part in speaking contests each year. References for these contests are two publications which grew out of the communications training program. They are "4-H'ers on the Air" and "Organizing Your Speech." It takes about 5,000 copies of each of these annually to take care of those club members who are interested in entering the contest.

Pennsylvania provides another example of dove-tailing communication training with subject matter to teach more effectively. In a week-long clothing-communication training program, Radio and TV Editor Elton Tait reports: "We started with the communication process on Monday. Then on Tuesday, Wednesday, and Thursday mornings the specialists taught clothing subject matter. On those afternoons and Friday we worked with small groups on how the workshop participants would teach this material in meetings, the written word, television, and radio."

Editor Dave Ryker from Arkansas says, "The social action training was used in a number of counties to set up specific programs. These included organization of community clubs, eradication of rats, vaccination for rabies, and other such programs."

These are a few examples of how training in more effective communication is being used in extension teaching. But it's only a start. All signs point to much greater use of this new knowledge in communications during the years ahead.

MEET THE FUTURE
(Continued from page 3)

broadening to include new areas of liberal education.

To keep pace with an ever-expanding body of vital skills and information, the professional person must accept education as a continuing life experience. On-the-job training, night classes, and independent reading are essential ingredients in the modern way of life.

There are few professions in which some kind of continuing education is not a normal expectation. In industry and government as well as in agriculture, to keep up to date one must remain intellectually active.

On the American agricultural scene, Extension plays a dominant and dynamic role in opportunities for life-long learning. County agricultural and home demonstration agents are helping to make the adult farm community aware of important developments in agricultural science, farm management, home economics, citizenship, and human relations.

Time Demands Growth

But this job cannot be done in the past tense. Yesterday's education will not solve tomorrow's problems.

Professional extension workers must do what they can to keep the farm community in the main stream of American life. As the educational bridge between the laboratory and the farmer, they are helping the farmer translate theory into fact. To continue to do this, they must make continuing education a part of their jobs.

Because they know farm people and the concrete situation in which farmers work, extension workers are well suited to introduce scientific and cultural subjects which will help farm families progress economically and socially. This is the challenge of change which faces professional extension workers—a challenge that can be met only by growth through continuing education.

SOMETHING NEW
(Continued from page 17)

lems. Most of us are the product of our experiences, including our training, work experience, and personal contacts.

Typically, county extension workers are generalists—generalists in the fields of agriculture and home economics. If we are to broaden our field of generalization to work more effectively in areas not directly tied to agriculture and home economics, most of us face the job of "tooling up" professionally for the job. This is where this type of training can make a major contribution.

Training Value

As program consultant to the extension staff in Kaufman County, I can see at least three or four major areas in which this training will increase any contribution I may be able to make. These are: the collection and recognition of relevancy of factual data for use by the local agents with the program building committee and subcommittees, a point of view which allows me to recognize Extension's concern with problems that go beyond the farm and home, some tools to use in sizing up the effectiveness of the various parts of a county extension program, and a realization of the application of certain principles and tools developed by the behavioral sciences for working with people in groups.

This training experience was planned specifically in support of the joint FAE-Extension Project. So it is not available at present to all extension workers. However, if the project is successful to any appreciable degree during the next 2 years, it seems logical that training of this nature may be made available to more extension workers.

If and when training patterned along the lines of this special training is made available, I would heartily recommend it to every extension worker. As I look back on my past assignments, I can see that this training would have been just as valuable and contributed just as much to my effectiveness as county agricultural agent as in my present assignment.

Training Needs of Marketing Workers

by ROBERT C. KRAMER, *Program Leader in Marketing, Michigan*

FORMAL training is not enough for an extension marketing worker. Preservice and inservice training, of course, are keys to development of competence in this area.

To be successful, however, the marketing worker needs other competencies—many of which cannot be obtained in the classroom. He needs ability to work with people; a positive, friendly, and helpful attitude; understanding of farm production and/or marketing processes and/or decisions consumers make; knowledge of marketing, management, and economic principles; ability to withstand criticism; orientation to the Extension and land-grant college philosophies; knowledge of applicable marketing research; and ability to use mass media.

Background Needed

In doing commodity marketing work, he needs a thorough understanding of the production of the commodity, the marketing channels through which the commodity moves, and costs of the various services performed. A college degree with a major in a commodity department is usually the undergraduate training necessary. In addition, graduate training in agricultural economics, economics, or business administration or experience with a marketing firm will increase workers' effectiveness.

A thorough understanding of the production of farm commodities is not necessary for marketing specialists in functional areas. They need to know the technologic, economic, business, and legal aspects that pertain to the function.

Larger contributions may be made in this area by workers who have not majored in commodity departments than by those who have. The engineers and/or physical scientists and/or economists and/or business trained workers can help the manager of the marketing firm. The team approach, with specialists from different disciplines, is being used and will be used much more in the future.

Since consumer marketing programs concentrate on foods, a basic training in foods and nutrition is necessary. Combined with this is the need for a working knowledge of marketing and management principles.

For home economics graduates with majors in food, graduate work in agricultural economics and home management has proven very beneficial. Workshops and conferences can be employed to provide the economics and management materials.

Experience is extremely helpful to an extension worker in marketing. This can be experience on a farm, in a marketing or business firm, or in a home. Business experience in assembling, processing, distribution, or communications has proven valuable. Extension experience in nonmarketing programs is invaluable for an extension marketing worker.

Communication Know-How

Marketing workers use radio, television, and the press as important outlets for their materials. These media can be most beneficial in developing marketing programs. Extension agents and specialists must prepare themselves to make effective use of mass media.

A thorough understanding of the audience is needed. Much time and effort should be given to the study of the audience and its needs.

One prime requisite is for the worker to be thoroughly oriented about Extension and the land-grant college for which he works.

Resident teachers and experiment station researchers can contribute much to extension marketing programs. Extension workers should know the teachers and researchers in food technology, engineering, packaging, food processing, utilization, and marketing, as well as those in commodity and home economics departments.

The administrative staff can assist marketing workers by arranging preservice and inservice training sessions with resident teachers and research workers.

Best Foot Forward

Equally as important as training is the attitude of the marketing worker. It should be friendly and helpful. And the marketing worker should be positive—he needs to be for something, not against everything.

Since marketing extension work is relatively new compared with agricultural production, home economics, and 4-H programs, the marketing worker needs to be broad-shouldered. He needs to be able to take criticism from his fellow workers, from businessmen, from homemakers, and the public. His skin should be thick and he should be prepared at all times to receive the unexpected barb or jab.

The successful extension marketing worker needs to be a little more aggressive and a little more forward than agents and specialists who work in the nonmarketing programs. And he needs to be humble but not too modest.

Preservice and inservice training are keys to the development of competence in marketing. Regular inservice training should be scheduled for marketing workers. This training can be done at the home college campus, in markets, and in extension regional summer schools.

Extension marketing workers recognize many of their training needs after they have been on the job a few months. Project leaders and administrators can obtain many valuable training suggestions from their marketing workers.

READ TO SUCCEED

by ELIZABETH K. EASTON,
Brown County Home Demonstration Agent, South Dakota

Books are the foundation of all education." This statement, made by Abraham Lincoln, can be verified by extension agents who try to dent their never-ending education job through profitable use of public library facilities.

When South Dakota art was chosen as a county project several years ago, I found that compiled or documented literature on the subject was almost nonexistent. I am located in a city with excellent library facilities and the librarian gladly assisted our research on this subject.

A rural homemaker volunteered to be county project leader. Together we delved into all the records available in our city and State libraries. Only South Dakota born artists who have received national or international acclaim were included in the study. And in some cases newspaper clippings were the only sources of information.

Multiple Uses

Our information was later condensed into a four-page mimeographed bulletin, distributed to more than 800 club women in the county. It included facts about South Dakota and reviewed the history and development of Mt. Rushmore in the Black Hills.

Popular in our county, the art project also drew the interest of home demonstration club members in adjoining counties. Both the project leader and I have presented the art program to women's clubs outside of Extension. Many requests for the mimeographed bulletin have come from neighboring States.

Six years ago when 4-H Club leaders and home demonstration club members wanted information on wood finishing and restoration of old furniture, I turned to our State lending library for help. Several bulletins were available, but I needed more specific information.

With books provided by the State library lending service, I gathered enough information to confidently conduct two wood finishing schools in a county where library facilities are limited. The project turned out to be successful and satisfying for extension club members.

Each year the county home demonstration council selects a special project in addition to our statewide program. Dreaming up a topic is one thing, but finding source material to conduct the training sessions is more difficult.

Last year our county's special project was gardening. Although many bulletins were available from extension horticulturists, we needed more specific information. Again this need was met by a library—this time the library at the College.

To meet recent requests for information on floral arrangements, I used city library facilities to compile a bibliography. This included extension bulletins as well as books which could be borrowed from the city library or stocked by the county's rural bookmobile.

A Festival of Nations project, sponsored jointly by county extension club women and the Federated Womens Clubs, has led many county women to the library for research on customs and cultures of other lands.

A sample of the books I've read to acquaint myself with new projects, says Agent Elizabeth Easton.

This, together with a long established extension reading program in the State sparked home demonstration club members in securing a rural bookmobile for the county.

Library's Role

A well-planned college curriculum can never familiarize a home demonstration agent with all the subjects she needs to carry out an effective educational program.

Extension summer schools take care of professional improvement where methods and philosophy are concerned. But libraries help to answer the immediate needs of homemakers in my county and provide me with a better backlog of information on various topics. This on-the-job professional improvement through the use of library facilities has opened brand-new fields of interest through the wonderful world of books.

WHY TRAIN

(Continued from page 6)

The central staff conducting the examination fills out an evaluation sheet—not to fail a trainee, but to point out areas where improvement is needed. The evaluation sheets are summarized and reviewed with agents during the supervisor's next visit to the county.

With our induction training program as a unit of measurement, we can decide whether we should continue each agent's employment. The agents are in situations that truly reflect abilities. As bases for promotion or termination, we have trainer-agent reports, results from examinations, and the performance test.

In the last 18 months, 23 men and 20 women have been hired. All have participated in our induction training program. None has resigned. In this short time our training has paid these dividends—better selection and placement, more positive supervision, better teamwork, higher morale of trainees, and less turnover.

The success of our training program results from full support and cooperation of the entire extension staff. We think that we have gone a long way in developing agents who will successfully carry on our challenging work.

Gaining Insight in Human Relations

by ANNA M. PLEASANT, *Contra Costa County Home Advisor, California*

WHY does a county 4-H worker attend a workshop on human relations-human development? What was this human relations course like? These are questions our county director and others asked me.

I had several reasons for attending the Workshop in Human Development and Human Relations at the National 4-H Club Foundation. First, I felt a need to get away and do some objective thinking about my county job. Too, many of our problems in 4-H are directly related to understanding people. Important also are communications with coworkers, relationships with leaders, newspapers, and others.

Understanding Behavior

The workshop helped me understand why people act the way they do. Insight into human relations came from studying people in their social setting, understanding physical factors that enter into people's action, and understanding people in their own peer groups.

When we can understand why behavior is caused, then and only then can we help develop people. The real objective in Extension, it seems to me, is to help develop people so they can live more harmoniously in their community, solve their problems, and truly lead.

What usable knowledge does one actually gain from such an experience? I have always believed in the group process, with some reservations. After the workshop, I am convinced that a free atmosphere of thinking in a group helps us develop individually. By discussing our mutual problems, we help each other shed light on them.

Being able to ask freely, Is this what you mean? or Are you saying this to me? helps us have an understanding of others. This enables us to interpret with less misunderstanding.

The kind of experience the workshop provided has helped me to be more observant of voice inflection and facial expression. I understand better what lies behind people's comments.

This experience further convinced me that we can only move when people are ready to move. Unless those persons involved believe in, accept, and are convinced, any plan or idea may be a complete failure.

For example, as county home advisor, I must be convinced of the value of our program and methods. After all, I must initiate and carry forth certain portions of this program. If I believe, then I can teach.

Another important part of the workshop convinced me that we must have clear objectives and purposes, and these must be jointly shared with all concerned. We do not like to attend meetings unless there is some reason. I do not believe leaders, parents, or members will attend meetings without a definite purpose.

It was delightful to closely associate with a staff capable of setting up a free learning situation. There were frustrations, because the decision to learn was on our shoulders. The opportunity for reading and discussions helped us straighten out these feelings.

Our thinking was guided and supported by social research reported in our readings. This experience was enhanced by meeting people from other States and learning about them and their problems.

As I write this, a 4-H Club in our county presents a problem in human relations. This is what I hope we will do. First, we'll study the situation—get the facts from parents, leaders, and members. We'll try to understand why the situation is happening. Then we'll work with all concerned in developing a solution.

In this way, we can realistically apply what we learned. The approach will be "why" rather than "how." I will constantly strive to keep my objectives and purposes clear. I will further ask myself, "Is this realistic for me? Is this within my limitations?"

To every extension worker I would say this workshop is a "delightful must."

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 1059	Sweetpotato Diseases—*Revised 1959*
L 457	Scrapie of Sheep—*New*
L 458	Autumn Olive for Wildlife and Other Uses—*New*
L 459	Cattle Walkways—An Aid to Coastal Marsh Range Conservation—*New*
L 460	What is a Conservation Ranch Plan?—*New*
G 44	Cabbage Insects—How to Control Them in the Home Garden—*Slight Revision 1959*
G 66	Growing Iris in the Home Garden—*New*

Summer Schools

University of Wisconsin
Madison, May 31-June 18

Extension Communication, Harold B. Swanson, Minnesota
Farm and Home Development, B. E. Lanpher, Federal Extension Service
Development of Extension Programs, Edgar J. Boone, Arizona
Evaluation of Extension Work, Patrick A. Boyle, Wisconsin
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, R. M. Dimit, Ohio
Current Research in Extension Education, J. A. Duncan, Wisconsin
Personal and Family Finance, Louise A. Young, Wisconsin
Extension Supervision, Gale Vandeberg, Wisconsin

University of Arkansas
Fayetteville, June 13-July 1

Development of Extension Programs, J. Neil Raudabaugh, Federal Extension Service
Organization and Procedures in 4-H Club Work, D. S. Lantrip, Arkansas
Evaluation of Extension Work, Mary L. Collings, Federal Extension Service
Use of Groups in Extension Work (to be announced)
Marketing Problems, R. C. Kramer, Michigan
Principles of Extension Teaching, Randel Price, Arkansas
Public Policies for Agriculture (to be announced)

Colorado State University
Fort Collins, June 20-July 8

Principles and Techniques in Extension Education, E. L. Kirby, Ohio
Principles in the Development of Youth Programs, Fern Shipley Kelley, Federal Extension Service
Community Development, Stewart G. Case, Colorado
Public Relations in Extension Education, W. L. Nunn, Minnesota
Basic Evaluation Adapted to Extension Teaching, Ward F. Porter, Federal Extension Service
Extension Communications, W. B. Ward, New York
Extension Group Processes, R. W. Roskelley, Utah
Organization and Development of Extension Programs, E. J. Kreizinger, Washington
Principles in the Development of Agricultural Policy, Tyrus R. Timm, Texas

Cornell University
Ithaca, N. Y., June 27-July 15

Principles in the Development of Youth Programs, V. J. McAuliffe, Federal Extension Service
The Role of the Specialist in Extension Education, E. K. Hanks, Cornell
Farm Policy Education, K. L. Robinson, Cornell
Extension Evaluation, Laurel K. Sabrosky, Federal Extension Service
Psychology for Extension Workers, Fred K. Tom, Cornell
Leadership Development (tentative), Gordon Cummings, Cornell
Communication in Extension Work, Maynard Heckel, Virginia
Program Development in Extension Education, John Fenley, Cornell
Administrative Management in the County Extension Office, Robert McCormick, Ohio

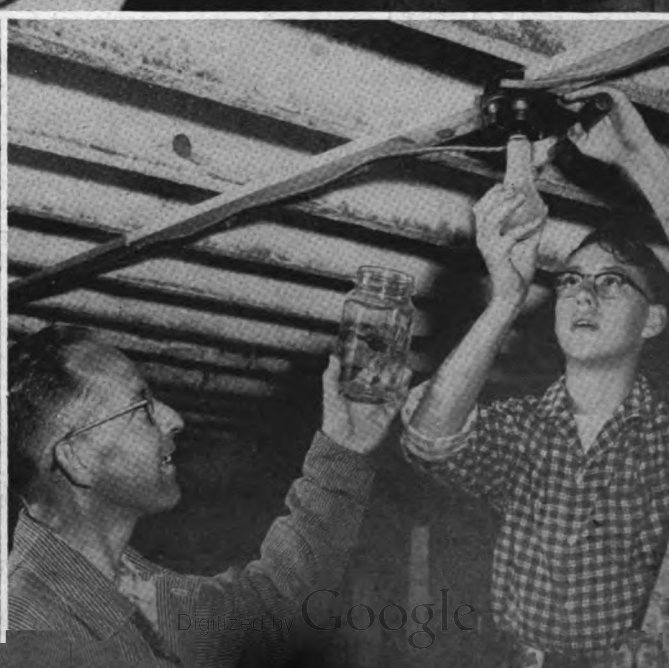
Prairie View Agricultural and Mechanical College
Prairie View, Tex., June 6-24

Agricultural Communications, Sherman Briscoe, USDA
Rural Sociology for Extension Workers, Kate Adele Hill, Texas
Community Development for Extension Workers, Frank W. Sheppard, Texas
4-H Club Organization and Procedure, Ben D. Cook, Texas
Financial Management for the Farm and Home, Robert G. Cherry, Texas
Rural Health Problems (to be announced)

See Lighting the Way, page 32

EXTENSION SERVICE Review

FEBRUARY 1960



EXTENSION SERVICE Review

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

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

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

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In This Issue

EAR TO THE GROUND

Where is Extension headed? Assistant Secretary Peterson gives his views on Extension's future — and challenges we must meet—in this month's lead article.

"If Extension is to avoid spreading its resources so thinly that it serves none of its clients well, it must establish priorities for the use of its resources," Mr. Peterson points out. "The problem is to establish a balance in program and organization and maintain flexibility to change to new conditions."

This balance and flexibility means we must continually seek new ideas. And new ideas come from many places. They come from talks, letters, newspapers, radio, television, magazines, or anywhere that two or more people get together.

That is what the Review is for—to help extension workers exchange ideas. And everyday we have chances to put good ideas to work.

For example, the cover story is one county's answer to the lagging interest of older 4-H'ers. Niagara County, New York tried a 4-H project which emphasized the why and how of electricity.

Rock Island County, Illinois tried a different approach for older 4-H youth. The pilot project in nutrition drummed up so much interest that teen-agers are continuing the activity for a third year.

Mrs. Evelyn Spindler, Federal Nutrition Specialist, says this approach to nutrition education has much to offer. She points out that it interests older youth, both boys and girls, and has attracted non 4-H Club members and adults from the county.

But this isn't the only way to put across nutrition to teen-agers. I recently heard about a nutrition project in Maryland that capitalizes on dramatic presentations. And some of the 4-H'ers have presented their material on television.

Television figures in another article this month—Teaching Sense About Dollars. The specialist who conducted both television and face-to-face short courses makes some interesting comparisons of time spent and results achieved.

In this general issue, the authors share a variety of subjects containing many good ideas. These ideas have worked in other places. Perhaps they can work for you, too.—DAW

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).

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EXTENSION EDUCATION IN TRANSITION

by ERVIN L. PETERSON, *Assistant Secretary, USDA*

Editor's Note: This article is a condensation of Assistant Secretary Peterson's address before the Extension Section, American Association of Land-Grant Colleges and State Universities, November 9, 1959.

EXTENSION education has a long and distinguished history. It has achieved respect and confidence across the entire agricultural community. It has successfully kept before the people it serves an awareness of the factors pertinent to their affairs. Yet recently, Extension's abilities, methods, resources, and organization have been questioned.

How sound are Extension's efforts to stimulate improvement of farm production? Why does Extension need additional resources when farm population and number of farms are declining? In this specialized world why is Extension so generalized? Why has Extension become involved with nonfarm people and economic factors associated with public programs and policies?

While such questions are being raised, Extension is also being asked to expend still greater efforts in almost every activity occurring in or related to the agricultural community and its respective parts. Simultaneously farmers are asking for more rapid and complete information about technological change touching nearly all parts of the farm enterprise.

Conditions Reflected

All this reflects three general factors: the unsettled state of the agricultural community; frustrations resulting from failure to find a clear, unmistakable, and generally accepted course for public policy applicable to the agricultural community; and confusion and divisiveness within agriculture and little understanding between the agricultural and nonagricultural community.

In this setting, it became essential that extension education examine itself—scrutinize its program content, methods, organization, resources, present and future course.

This Extension is doing. The Scope Report is dramatic evidence of it. The current work to implement this report furthers Extension's self-examination and self-appraisal.

To say that I am pleased with the vigor and objectivity of Extension's program of self-assessment is to understate the fact. I believe that at no other time have Extension and its leadership been more alert to the challenges.

At no time, so far as I know, have the working relationships between the cooperating extension partners—the States and the Federal Government—been more cordial. There is mutual respect, confidence, and trust. There is unity of purpose that Extension shall be a vehicle to disseminate a complete program of education, touching the whole agricultural community and spectrum.

Present funds do not permit meeting fully and intensively all demands for Extension's services. This factor also underlies the need to appraise program content, organizational structure, and methods in use. It points up the need to appraise the role of supporting services from the parent institution and from the Federal partner.

And whom does Extension serve? It is not enough to say, "Extension serves everyone." It is not enough to say, "Extension serves the rural community." It is not enough to say, "Extension serves farmers."

The rural community has many parts. Not all of its people want or need the same kind of educational services.

There are different kinds of farmers and farms—large commercial farms, medium farms, small farms, part-time farms, general farms, specialized farms. Moreover, farmers have different kinds of problems—production, marketing, management, conservation, living. In short, the variables in an extension program are almost infinite.

Resource Management

If Extension is to avoid spreading its resources so thinly that it serves none of its clients well, it must establish priorities for the use of its resources. As a publicly supported entity it has a responsibility to all the people. As an entity having its origins and interests in agriculture, its primary objective must be service to agriculture and the agricultural community. This means it is at once a specialist and a generalist.

The problem is to establish in program and organization a balance between these two poles and maintain flexibility to change to new conditions.

Extension cannot and should not meet all of its challenges solely within its own structure. Extension's task is to involve all the areas of interest within the local unit; to assemble public and private resources pertinent to the program building; to help appraise community resources; to

(See Transition, page 34)

From Wishbook to Reality

by R. E. NOLAN, *Nueces County Agricultural Agent, Texas*

DURING the past 5 years, Texas extension agents have seen many dreams from a family's wishbook turn into reality.

Farm and Home Development emphasizes more intense on-the-farm and in-the-home advisory service. This is designed to speed up the application of research findings in everyday operations.

This method of assisting farm families solve more complex problems has been very successful in Nueces County. Farm families themselves attest to this through their continued support of the county extension programs.

F&HD began in Nueces County in 1954. This was part of the nationwide push to strengthen extension's aid to families who express need for improved skills in decision making.

Two associate county extension agents were employed—Robert W. Cooper for agriculture and Mrs. Nellie Nichols for home economics.

Interest Getters

Interest in Farm and Home Development among farm families was obtained by mass media, group contacts, and individual contacts.

Mass media methods included television programs, exhibits at junior livestock shows, radio programs, and news stories. Group meetings, county program building committee, home demonstration clubs, and discussions with local leaders and agencies interested others.

By individual contacts, agents obtained possible prospects from home demonstration club women, Soil Conservation Service, Farmers Home Administration, Agricultural Stabilization and Conservation, Farm Bureau, Production Credit Associations, and others. As a result of personal contacts by the agents, prospective Farm and Home Development families were enrolled with a better understanding of the objectives and mutual responsibilities.

Through these methods, 18 farm families were enrolled during the first year. One of the first jobs for the associate agents was to gain the families' confidence. Every effort was made to obtain total extension assistance for participants through regularly scheduled activities.

Conferences were held with individual families to determine some of their major problems and to begin plans to solve them. Considering the resources each family had, guidance was given in establishing goals and choosing alternative routes to reach them.

In addition to the assistance on plans and family accounts, agents provided information on problem areas—crop production and management practices, livestock and poultry, foods and nutrition, clothing, residence and farm building planning, household and farm equipment selection and care, health and safety, and leadership training for committee work.

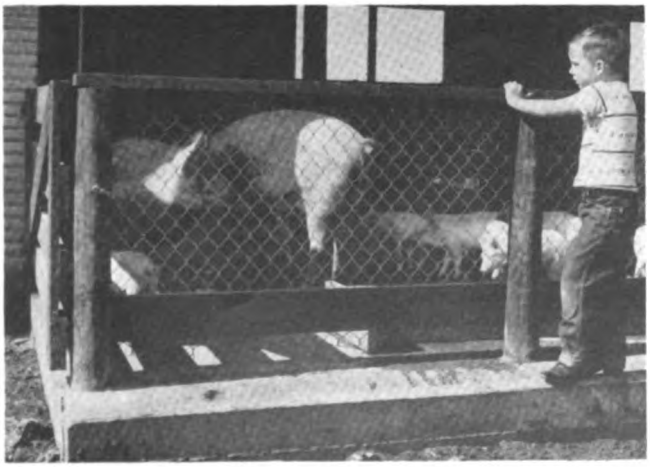
Results that could be seen and pointed out to others encouraged both families and agents.

Organized Backing

At the suggestion of the agents, families discussed the need for a committee to plan F&HD. An organization was formed and officers were elected. These officers serve as a subcommittee of the county extension program building committee.

This subcommittee meets regularly with the extension agents to plan, coordinate, and develop a program to meet individual family and group needs. Group activities include family fun night, tours to point out outstanding farm and home work, discussion of social security, income tax reporting, and summary of records.

(See Reality, page 34)



The H family of Nueces County analyzed their resources and goals, decided to expand their hog operation.

Mrs. H finds many uses for the home business center, one of several recent farm improvements.

Showing What Agriculture Is and Does

by DON L. LONG, *Agricultural Economist, Virginia*

FORTY feet of space to fill—3 months—a theme of Supporting Agribusiness—for an audience of both urban and farm viewers!

That's what faced us in the Department of Agricultural Economics and Rural Sociology at Virginia Polytechnic Institute in June 1959. We had been assigned a 40-foot exhibit space at the Virginia State Fair which had a central theme of Supporting Agribusiness.

Since the fair is held in Richmond, a large proportion of the visitors would be urban and suburban dwellers with little direct contact or interest in agriculture. It was important for both the subject matter and the illustrations to appeal to these groups as well as to farm dwellers.

With all these things in mind, the members of the department—extension, teaching, and research—began work. After many hours of putting together ideas and materials we finished the exhibit.

As the theme dictated, the exhibit was designed to present a picture of agribusiness. The role of the consumer, the interdependence of the various sectors of agribusiness, and the functions of each were stressed. It was titled—Your Food Dollar Buys Many Things.

Triple Header

The exhibit itself was in three parts, each contributing to a coordinated whole.

One part was composed of a series of five moving belts carrying models of agricultural products and showing the changes they undergo as they move through the agribusiness sector of our economy. The first belt, carrying farm supplies such as equipment, feed, seeds, fertilizers, and feeder animals, originated in a supply store and disappeared into a model farm.

Another belt then moved the raw agricultural products from the farm model into a processing plant. Finished foods, in wholesale lots, moved on a third belt from the processing plant into a warehouse, and from there a fourth belt moved them into a super market. The last belt moved the packaged products into a house.

A mural, 32 feet long and 6 feet high and painted in vivid colors, furnished a backdrop for the moving belts. The mural was made up of four main areas: farm supplies, farm production, food processing, and food distribution. Within each main area were illustrations of the production or marketing functions performed within that area of agribusiness.

The third major part of the exhibit was a series of lights which demonstrated the division of the consumer food dollar. The action was initiated by a woman placing a dollar bill into the marketing system. Lighted arrows then showed 40c of this going into the food distribution area of the mural, 20c into the food processing area, 20c into the farm production area, and 20c into the farm supply area.

Side panels were also used. One illustrated the increase (from 1939 to 1959) in the amount of food that an hour's labor would buy. The other stressed how American enterprise through education, research, specialization, and technology has made more and better foods available.

Some of us thought that the exhibit was too complicated and tried to tell too much. People were, in general, seeking entertainment. While this may have been partially true, reception was far above expectations.

Members manning the exhibit estimated that, even on busy days, at least 50 percent of the people "looked" at the exhibit. In addition, they estimated that one in ten stopped to study it. When traffic was light the proportion was higher—one in five or one in four.

Viewers' Reactions

Eavesdropping indicated a favorable reaction. Typical were such remarks as, "Look, Daddy, the milk's going right in our house!" "I was looking to see where the dollar went but it's all gone!" "There's a real good lesson there!" In 10 days, not one unfavorable comment was heard.

Children were an unexpected aid in advertising the exhibit. The moving belts and models were a great attraction for the children. Once the exhibit caught their attention, it was almost a sure thing that they would focus their parents' attention on it.

Children's questions forced the parents to study the exhibit more carefully. Exhibit personnel estimated that one-fourth to one-third of the adults who studied the exhibit were stopped by their children.

We feel that the educational potential of the exhibit has not yet been reached. Requests were made during the fair for showing the exhibit on other occasions.

Projects such as this serve a dual purpose. They help explain Extension's function to many people. At the same time, they help both rural and urban people understand better what agriculture is and does.

Helping at the Final Steps

by ROY M. BRANDENBURG, *Marketing Specialist, Oklahoma*

Food retailers and wholesalers occupy a major position in the field of agribusiness. And they also constitute the final steps in moving agricultural food and fiber from producer to consumer. So it was a logical step when the Oklahoma Extension Service expanded its marketing program last year to include these groups.

We began with the support of information developed and compiled by the Agricultural Marketing Service over some 10 years of intensive research with the food distribution industry. And we had assurance of assistance from trained and experienced Federal Extension personnel.

Several Methods

There is no pattern for moving into this area of extension work. Some states begin by setting up clinic-type meetings for management representatives of food firms.

This area of marketing work can also be entered on the basis of contacts with individual firms. This worked well in Oklahoma. The scheduling of food store studies and analyses remained completely under the control of Extension. Adjusting our work load to the limitations imposed by time and the number of qualified personnel to do the job was comparatively easy.

The broad objectives of the program are to increase the operational efficiency of retail and wholesale food firms and to promote improvement in the application of sound merchandising principles. Total analysis of retail food store operations appeared to be the best method of working toward these objectives. However, this has not precluded spot checks and analysis of single departments if indicated by the survey.

Analysis of a retail food store begins with a scale drawing of the entire floor plan. This includes every facility, piece of equipment, and display that occupies floor space. With reproductions of this plan, a traffic flow study is made. The number of individual customer observations ranges from 60 to 100. These are recorded for analysis later.

Operational functions of each store department are examined critically and kept under close observation during the entire study. These include: ordering, receiving, storage, product preparation, shelf-stocking, and merchandising. Location of facilities and equipment with respect to floor space and flow of product is also considered a major factor in labor efficiency.

Supermarkets require from 10 to 12 days of intensive study. The work is distributed over a period of at least 3 weeks to obtain representative information and assure accuracy in the final analysis.

Eight complete store studies were made between April 1958 and June 1959. All were supermarkets with annual gross sales ranging from $460,000 to more than $2,860,000.

Follow Through

Oral reports of findings were made to management at the completion of each study and a comprehensive written report compiled and submitted immediately afterwards. The written reports include specific recommendations, illustrative charts and drawings, statistical information, blueprints and other material designed to assist management in planning and initiating programs of improvement in all phases of retail food store operation.

The importance of followup work cannot be overemphasized. This entails consultation with management and manufacturers in the selection, installation, and use of new equipment and facilities, and direct assistance in application of new and improved work methods in the use of such equipment. Reexamination of stores periodically helps to measure progress and to incorporate new ideas in line with the rapidly changing technology of food distribution.

Management's response has been gratifying. They immediately planned and initiated a progressive program of improvement in operational efficiency and merchandising practices, based directly upon the recommendations outlined in the report.

Tallying Results

Costs of changes planned or already made in the stores analyzed to date range from $5,000 to more than $40,000.

Results are what count. One store increased dollar sales per man-hour of labor in the produce department nearly 100 percent, reduced waste and spoilage by more than 50 percent, and raised their percentage of produce sales to total store sales from 8 to 10.6 percent. In the same store, the grocery department has increased its dollar sales per man-hour of labor by more than 21 percent.

In addition to individual store analyses, a clinic for food retailers is planned for the spring of 1960. Separate training schools are scheduled for two of the State's largest wholesale and warehousing concerns. These schools will deal mainly with layout and operation of self-service meat departments, with meat department personnel from more than 250 affiliate stores attending.

We hope to expand the program to allow more direct assistance to food wholesalers and warehouse operations. We believe strongly in the need for increasing efficiency in food marketing.

Everyone benefits when marketing efficiency is increased. In a dynamic economy such as ours, the gains from efficient marketing are shared by producers, marketing firms, and consumers.

New Crop of Community Centers

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

THE old-fashioned rural community hall is making a comeback in Fillmore County—with some modern twists. What's more, this idea could set a pattern for other rural areas facing a meeting hall problem.

Filimore County has two of the "new style" community service centers. Both are incorporated under State law and are paying their own way. And they're among the most popular spots in the county.

They're supported by the help and dollars donated by hundreds of individuals and business firms around the county. They are used by all sorts of groups—4-H clubs, farm organizations, business groups, and even family gatherings.

Growing Problems

The centers grew out of a common problem cropping up in rural Minnesota areas.

"Meeting space is at a premium in the county," says Milton Hoberg, Fillmore County agent. "People for years have wanted local, neighborhood centers set aside for special events. It's hard to schedule meeting places in town, and there's often a transportation problem."

Agricultural economist (right), county agent (left), and two farmers check the articles of incorporation of the community center.

A schoolhouse in one township hadn't been used for several years. But folks nearby saw the possibilities. So in 1955, two neighborhood farmers bought the building until a permanent arrangement could be set up.

How could it be done? A committee of people from the area put the question to Hoberg. They said they wanted an arrangement whereby any organization, club, or other group could hold meetings, fund-raising projects, and social events. William Dankers, extension economist, suggested and helped draw up articles of incorporation and bylaws for a nonprofit corporation.

"After an evening and one full day of work," Dankers recalls, "we had the whole thing planned on a community basis." The corporation became effective under State law in September 1955.

Since then, the community center has been used by groups varying from a few dozen to 150 people. Both the Farmers Union and Farm Bureau use it for regular meetings. 4-H clubs have their business meetings, training sessions, and other events there.

A physical transformation has taken place in the building in the past 4 years. It has newly-painted, sheet rock walls and a thoroughly remodeled basement, complete with a kitchen, dishwashing area, and dining room that will accommodate up to 75 people.

How has it all been done? Mostly by volunteer help. One farmer, who helped establish the center, acts as general caretaker. Some carpentry work was hired, but the rest was done by members.

The building, along with improvements in the past 4 years, cost about $2,200. Donations from more than 150 individuals and groups brought more than $1,000. Except for 4-H clubs, groups using the building pay a small fee.

Last summer the members raised 20 acres of corn, with donated seed and volunteer labor, on a neighborhood farm. Returns from the corn paid off the debt and left a small working treasury.

At Cherry Grove, the community service center idea developed through the same kind of reasoning. When the school was vacated because of consolidation, local residents wanted to save the building for the community. Hoberg again suggested incorporating.

This corporation became effective in early January 1959. For the next 2 months, the building averaged two meetings a week.

Concern for a meeting place for the local 4-H Club started the idea. But like the first center, the building gets used by a variety of groups —farm organizations, family groups, commercial concerns, extension groups, and others.

One member says that meetings at a place like this get better attendance than when they're held in town. When a meeting is at the community hall, nobody has any trouble finding it, and it isn't as far to drive.

Each group follows rules tacked up in the entrance. General advice to each: leave the building as clean and orderly as you found it.

The incorporated community service center could be a good idea for many rural areas. But communities considering such a setup should keep some important points in mind. Determine whether the center is really needed. Find out how much support it might get—and from how big an area. Then pick a good location and don't get too small a building.

Side Benefits

In the process of making available a community building, these people have developed greater community spirit. Cooperation to make the purchase, forming the corporation, and use of each one's resources to renovate the building show some of the many ways people can work together. All Extension needs to do is show them the possibilities. People are interested in their own community improvement.

Ironing out the mechanics of one educational process often means getting more educating done.

Lighting the Way

by JOHN L. STOOKEY, *Niagara County 4-H Club Agent, New York*

Power company representative, who earlier explained the wiring details, watches this 4-H'er apply the information.

SHOW them why as well as how. That's one way to maintain the interest of older youth in 4-H Club work.

Projects that appeal to older members are a challenge to all 4-H Club workers. And one way to meet this challenge is to introduce activities that challenge youths' thinking—projects that include science. That's what we did in Niagara County with our advanced electrical project.

Leaders and older club members on the mechanics planning committee wanted a project that would be practical for older boys and would familiarize them with proper electrical installations. At the same time, the committee wanted to emphasize safety in using electricity for labor-saving purposes.

Cooperative Planning

This special project was planned jointly by the 4-H mechanics committee and representatives of two power companies serving the county. The power company representatives, who have cooperated in other mechanics projects, then worked out details of the project with the 4-H staff.

To let the boys know what was planned, we sent a newsletter to all 4-H boys 14 years old and over. The newsletter described the project, outlined topics to be covered, and explained how to enroll.

Enrollment was not limited to 4-H members. We wanted to make the course available to all boys who were interested in electricity.

Four meetings were arranged, including three evening lecture-demonstrations. The fourth was an all-day working bee during which the boys completely rewired a barn. The power company representatives served as instructors for the training meetings and supervised the barn rewiring.

Project Details

The electrical code, wiring systems, and wiring materials were discussed at the first meeting. The second covered wire sizes and demand, motor protection, switches and electricity control, and planning the barn rewiring. At the third meeting, we discussed layout and wiring diagrams and planned an installation, including the "bill of materials." Then we organized work crews and decided on jobs to be done in the barn rewiring.

A good-sized barn, being remodeled, was made available for the project. The old electrical system, with outdated, overloaded circuits, was completely torn out by the boys.

Then the boys had a chance to get their hands on the materials we had been talking about and put their new knowledge to practical use. A new service entrance and panel were installed and the barn was completely rewired. The boys worked in small groups under supervision.

When the work was completed, the area Underwriters representative explained their requirements to the boys, inspected the installation, and gave official approval. Finally, the power line was run to the barn, the current turned on, and each circuit checked. The boys felt a real sense of accomplishment as each circuit checked satisfactorily.

An interesting sidelight to the project—fathers were specially urged to come with their sons. An average of 32 fathers attended the sessions. As one father remarked, "Boy, that's great. I wouldn't have missed that for anything."

Noted Results

Forty-nine boys enrolled for the project and 45 successfully completed all the classes, work sessions, and course quiz. Their enthusiasm for the project was shared by the instructors, agents, and parents.

This project proved of great interest to these older boys. Their interest and enthusiasm can be credited, in part at least, to the fact that we explored the why as well as the how of electricity. Such emphasis, which introduces more science in 4-H projects, may light the way to other challenging projects for older youth.

Food Facts for Teens

by GERALDINE ACKER, *Foods and Nutrition Specialist* and MRS. LOIS MITCHELL, *Rock Island County Home Advisor, Illinois*

With popular boys leading some sessions, the project appealed to both girls and boys.

WHEN you become involved in a teen-age nutrition project, you may find yourself on a trail that leads from a Pizza Whingding to a Bar-B-Que Ball. That was the experience of those who helped guide a 2-year pilot project on teen-age nutrition in Rock Island County, Ill.

The project, Teen Time Food Fare, was developed in a community that was already nutrition-conscious. A cooperative project with adults on nutrition and weight control had been completed. Community leaders were aware that teen-age food habits need improvement. And many were eager to develop a nutrition program for high school students.

Common Concern

The possibility of such a program was presented at a May 1957 meeting attended by community leaders and teen-agers. Schools, churches, 4-H, Girl Scouts, YWCA, PTA, county extension council, and dairy council were represented.

Results of studies on teen-age nutrition were presented to the group by the extension foods and nutrition specialist. What the community could do about the problem and what the teen-agers felt could be done were the two main points discussed.

In developing the project, several principles were kept in mind. The basic plan, providing themes, subject matter, and suggested demonstrations for meetings, should be prepared by the foods and nutrition specialist. Beyond this, adult guidance should be kept at a minimum. Teen-age leaders themselves should work out the details of the meetings, including methods of attracting teen-age interests.

In January 1958, the Key Club of Rock Island County, an organization for older 4-H members, discussed the new project. Nine home economics key members agreed to sponsor the project and serve as a steering committee.

The key members divided the county into three areas. They selected 15 junior leaders and a man and a woman counselor leader in each area.

Early in March the key leaders began planning for a two session training school, which was conducted later in the month by the foods and nutrition specialist. The school was attended by key, junior, and counselor leaders, and also by 25 other people—a reflection of the community's interest in nutrition.

The job of interesting other teen-agers came next. Key leaders are emphatic on these points: Make the program fun and different. Don't preach. Don't take away all the snacks we like. Have a handsome, popular boy conduct the county kick-off meeting—this will attract the girls and convince the boys that the program is not for sissies.

Plans were made for launching the program with a countywide meeting —a Pizza Whingding. Key leaders asked 4-H junior leaders to recruit interested young people. They also invited all 4-H members of high school age. The response was a capacity attendance of 150 teen-agers.

Included on the program were: an explanation of the project by an outstanding 4-H key member boy, a talk by the foods and nutrition specialist on the need for good eating habits, a pizza-making demonstration by 4-H members, introduction of an unusual food—artichokes, and a teen-age panel reporting on eating habits.

The Pizza Whingding was followed by four meetings in each area during the summer. The sixth meeting was again on the countywide basis.

Program Guides

Before the kickoff meeting, the foods and nutrition specialist, home advisor, and 4-H food specialist prepared a handbook. It followed the teen-agers' admonition, Don't Preach, and plenty of leeway was left for individual initiative.

Basic information was given about the value of good nutrition and the requirements of a well-balanced diet. Also included in the handbook were quizzes and blanks for keeping records.

A quiz formed the basis for discussion at each area meeting. A group demonstration and a snack in keeping with the theme of each quiz were suggested. The vitamin quiz, for example, could be followed by a group demonstration on fruits and vegetables as snacks.

An important feature of the project was the 3-day food record. This was explained at the second meeting and the members were required to fill it out before the next meeting. Then the records were discussed, with

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TRANSITION

(From page 27)

stimulate the establishing of program purposes and objectives; to bring to bear the supporting services which are necessary to carrying the program to the objectives set forth. Extension has to assume a large degree of leadership responsibility for bringing in factors outside the community which need consideration both in program formulation and in setting program goals.

So do individual families have resources which they need to appraise, analyze, and manage for the attainment of family goals and aspirations. These in turn break down into specific problems requiring the application of technical skills found within specific disciplines. These may be problems of family living, farm management, acquisition and use of off-farm supplies or services, or appraisal of public programs and community projects.

How can Extension best deploy its limited resources in such breadth and at the same time secure specific results at specific points of endeavor? This is a challenge to Extension administrators, their staffs, their cooperators.

It is to meet such challenges that the Scope Report was envisioned and created, that program projection, the farm unit approach, and other techniques have been developed. It is to meet these challenges that ways and means for staff improvement are found, that inservice training and leave for advanced study have become accepted practice.

Educational Force

Extension is a part of the total force of education. Education in a free society is meant to help people equip themselves for informed and intelligent decision-making. Only education can create an informed and responsible citizenry. Such an informed and responsible citizenry is indispensable to the perpetuation of free institutions and a free society.

Extension must depend on the body of education for its own educational capacity. Thus the continuing need for close association of extension programs with subject matter departments of the parent institutions is ever apparent. And, as the off-campus representative of the parent institution, Extension can and should interpret the institution to the society it serves and reflect the educational needs of that society to the parent institution and supporting agencies.

There seems to be a need for a closer association of extension administration with institutional administration. This is especially true as a better informed citizenry seeks even more educational services and opportunities.

Taking Stock

We live in a world which is both exciting and frightening. If peace and justice with full opportunity for realization of human aspiration for all men of all races and creeds is to ultimately prevail, education for reasoned and rational action must become the property of all peoples everywhere. Do we here in America, as one of the principal examples of a free society, have the capacity, the vision, the energy, the devotion to an ideal to make education in that sense universal?

Extension is indeed not just extension. It is an intimate part of an entity—a force—much greater than itself. Can we so perform as to deserve that association? I firmly believe we can and we will.

REALITY

(From page 28)

The subcommittee set up exhibits highlighting Farm and Home Development activities at the annual junior livestock show. They also joined with other county groups in rodent and harvester ant control campaigns.

Unusual problems were met by forthright, determined planning. One family of the Leona Schroeder community is an example of progress through this method.

In 1955, this family began talking about buying their own farm rather than remaining tenants. When the landlord decided to sell the 140-acre farm on which they lived, the tenants looked for a way to finance the farm.

Visits by the associate agents to discuss land ownership resulted in a concerted effort toward buying the farm. With the help of the Farmers Home Administration, ownership became a reality. Through sacrifices and neighbors' help the family built at half cost a comfortable 3-bedroom home, worth $10,000.

Tangible Results

Another young couple farmed about 6 years with their major income derived from 47 acres of cotton, 113 acres of grain sorghum, and about 250 laying hens. Net income averaged around $3,800.

Through Farm and Home Development, the family decided to expand their operations vertically. They planned to raise and feed 400 "meat-type" hogs per year to utilize home grown feeds and to increase net income. They built a modern hog house with facilities for raising pigs from birth to market on concrete floors.

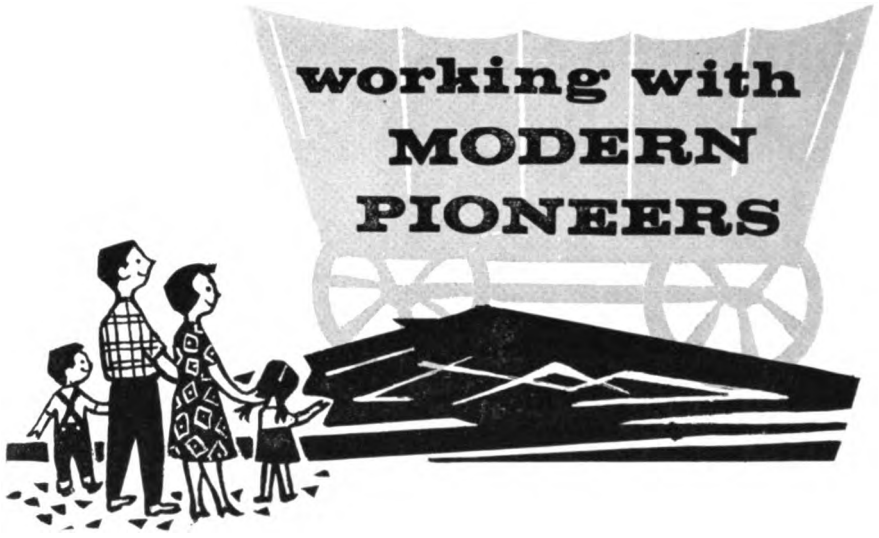
Although hog prices are low at present, this couple, through family planning, soon should reach their goals. They have acquired good breeding stock as a foundation for the enterprise. And plans have been developed for adding two rooms to their home.

Continuing Effects

Although the first era in Farm and Home Development ended officially June 30, 1959 when the two associate agents' work terminated, this proven method will be continued by other agents with the help of the F&HD subcommittee. The four regular county extension agents have accepted responsibility for a number of the F&HD families. Further help will be provided by them as it is needed.

Agents say that tremendous personal satisfaction comes from seeing the progress and enthusiasm of families. Decision-making skills have been noted in some who had not demonstrated this ability when planning started.

Results of this new concept of extension work and the accomplishments of the individual farm families will serve as a model for other families and will have a long-time economic effect in Nueces County.



by MRS. JESSIE B. JACKSON, *Grant County Home Demonstration Agent, Washington*

How would you and your family react if you left your present way of living to develop a farm and home from scratch on raw land? This is what faced about 1,500 families coming to the Columbia Basin Irrigation Project in Grant County, Wash. since 1951.

All at once they faced every management problem you could name. The new land had to be handled differently. They had to have capital to develop at an economical rate. Time was precious and every member of the family had to help get jobs done by planting deadlines.

A comfortable and convenient shelter couldn't be put off too long. And there was always the need to maintain a decent standard of living.

Pioneer Problems

Does this sound like pioneering? Yes, but it's quite different from pioneering 50 years ago. No longer is a farm self-sufficient and no longer can labor be substituted for capital. Every family has a level of living below which it will not go—even to establish a well-paying business in 5 to 10 years. Every family reacts differently, so it is hard to make generalities and averages.

It takes from $30,000 to $100,000 investment to develop a producing farm unit. Machinery is expensive and essential. A suitable home is a big investment, and it is pretty hard to build it in easy stages when the family is already in the "expanding cycle" with pre-school and grade school children.

Money spent for housing and buildings must contribute to the value of the farm. These needs for capital force many families to use long-time and short-time credit. Many families actually need intermediate credit badly, but almost none is available.

One problem in working with individual families is to get them to make realistic estimates of the cost of family living. Food is the highest item. Many families run on a thin edge of luck and good health as far as provision for health expenses are concerned.

The modern Columbia Basin pioneers have group needs, too. Each area (block) is within 20 miles of an older small town and roads are excellent. In the early years of any area, similar problems draw people together no matter how different their backgrounds. There is need for friends and a way to solve common problems of schools, phones, etc. They do not yet know their real leaders. Community and other clubs form.

But as the area grows and first needs are met, community groups seem to lose their importance and people form loyalties to interests in nearby towns, based on schools, churches, and special interest clubs.

We recognize that the well-being of the family is of utmost importance in the success of the farming venture. Wherever possible, we work on a family basis. This seems natural to the new settlers because the whole family is usually concerned with every facet. We keep families informed through individual contacts, mass media, and group meetings on particular problems.

In the early years of development of each block, the U. S. Bureau of Reclamation furnishes settler assistance agents for irrigation layout work. These agents live in the area and help families with many other problems of a community or family nature. They keep the extension staff informed of progress and problems and refer many specific problems to agriculture and home agents.

Farmstead and house planning is important at some stage in the development of most farms. Rural Architecture Specialist H. E. Wichers helped train agents to help families see their real problems and know basic principles to require in dealing with builders or selecting plans.

Effective Tools

Extension worked with USBR to establish "demonstration farms" including homes and farm buildings.

Countywide farmstead and housing tours and workshops were held each year until recently. Now an agriculture and home agent offer small housing work meetings for two to four families. We teach guiding principles and discuss each family's problems in the light of these principles. They take off from there.

We carry on a strong information program and depend on those who have had individual help to inform others. Many families with special training in farmstead and housing have built and apparently have influenced neighbors to look for basic principles of arrangement.

Management of the farm business and family living is emphasized in Farm and Home Planning. We offer

(See "Pioneers," page 38)

Wrapping Clothing News in One Package

by LILLIAN MATTHEWS, *Clothing Specialist, New Hampshire*

EXTENSION workers today have their minds on changes. We're aware of the great modernization going on and the fact that we must change our programs to meet it.

This challenge, with the knowledge that homemakers—on farms, in rural nonfarm areas, and in urban areas—need similar information when buying clothing, led to a Clothing Information Day.

The need for such a program grew slowly. More and more homemakers had asked for help on purchasing wearing apparel during the last few years. It didn't seem practical to give this information only to women in organized extension groups.

The success of Clothing Information Days in California suggested that a similar program might work for our homemakers. Several home demonstration county program planning groups discussed it. Responses were favorable and the home demonstration agents and State staff decided to investigate further.

So the stage was set for the planning committee in November 1958. It was made up of Federal and State clothing specialists, the home demonstration leader, two home demonstration agents, a 4-H Club agent, the assistant professor of clothing and textiles from the University of New Hampshire, and two homemakers.

Formulating objectives for the event was one of the first jobs of the committee. They felt that the Information Day would:

- Help families obtain greater satisfaction from money spent for clothing by careful consideration of family clothing problems and by obtaining more information about the selection and care of fabrics.
- Promote understanding between consumer and retailer by discussing ways to overcome individual and mutual clothing problems.

Part of the Clothing Information Day emphasis was on reading labels, as Mrs. Ruth Ham, home demonstration agent, points out to a homemaker.

Since our first objective dealt mostly with giving information, we decided the Clothing Information Day should do just that. The second objective was left to a followthrough program planned for shopping areas in the State.

Recruiting Resources

Clothing retailers and dry cleaners were invited to explore this idea at another planning meeting. They were interested and advanced many ideas.

We expanded our original committee to include other resourceful persons before dividing jobs among subcommittees. The head of the University drama department, State home demonstration council publicity chairman, a newspaperwoman, the extension editor, State and volunteer 4-H leaders, a retailer, and a dry cleaner all contributed time and ideas.

Clothing Information Day was set for early May 1959 on the University campus. Newspaper promotion began in March and grew to a peak during the last 2 weeks of April.

Because we wanted to reach as many people as possible—not just those connected with Extension—we spread the news among other groups. Women's clubs, PTA, Grange, church groups, home demonstration groups, 4-H clubs, retail stores, and home economics classes all received some of the 10,000 flyers distributed.

Most women had asked for more information about wash and wear clothing for the family and better fit of ready-to-wear clothing. So we decided to make these our two areas of emphasis at Clothing Information Day.

The University drama group wrote and presented a skit, Do's and Dont's of Wash and Wear, to open the program. This broke the ice and our audience was then ready for the talks on wash and wear wardrobes and how clothes are sized and sold.

(See Clothing News, page 38)

TEACHING $ENSE ABOUT DOLLAR$

by ANNA K. WILLIAMS, *Home Management Specialist, Indiana*

CAN you imagine a busy young mother having time to attend school? Hundreds of Hoosier homemakers did—via television.

During the 1958 annual Homemakers Conference at Purdue University, a series of money management training meetings was held for young homemakers. Many of those attending requested more of the same.

Realizing that this group of young women find it difficult to leave their children and attend meetings, we developed ideas for a television course as a way to reach greater numbers of this group.

Planning began in the fall of 1958 for a series of eight half-hour programs over WTTV, Indianapolis. The programs were presented on consecutive Tuesdays and Thursdays in March 1959.

Planning in Detail

Detailed plans for the training series were developed by home demonstration agents in the 14 counties reached by the television station, extension supervisors, the home management specialist, and television personnel.

The planning group felt the course would be most successful if women were encouraged to participate by using quizzes, background reading, and other "homework."

Home demonstration agents promoted the series through radio and television spot announcements, newspaper stories, and local club meetings.

Women who enrolled received a packet of resource materials—pertinent extension bulletins, a workbook, tests, and preparation suggestions, such as questions to discuss with neighbors before the program.

Homemakers enrolled directly through the county extension offices. No contacts were made with the University or television station. Tests taken during the course were mailed to the county offices for checking.

Participating agents received additional resource material to study in order to better answer women's questions.

The eight programs dealt with family goals, budgets and accounts, credit, shopping habits, buying food, insurance and other forms of financial security. Although the specialist planned the programs in detail with a producer from the University, no script was used. The resulting informality appealed to homemakers.

The series generated much enthusiasm and requests for more television lessons. Many women cited particular subjects in which they were interested. Comments also emphasized that TV reached women who could not leave home for sessions.

Of the 1,249 women who enrolled, 705 reported participation in over half the programs. In many counties, women completing the course were honored with diplomas at special "graduation" ceremonies.

Workshops Compared

During April and May we held three similar workshops, this time face-to-face with our audience. Two workshops were a series of 2-hour meetings over a 4-week period. The other was a 2-day event at a State park. A total of 87 enrolled, with 68 participating in more than half the sessions.

Printed matter was identical to the television material. But the face-to-face workshops were at least twice as long and gave time for discussion.

"On camera" is Anna K. Williams, the author, conducting money management course.

Quizzes were returned by 705 TV viewers and 68 women in the face-to-face workshops. Those who studied by TV scored more right answers on both their pre-workshop questionnaire and the final one.

Time Use Record

Use of the specialist's time shows an interesting comparison of the two teaching methods. In total, the specialist spent 29 days on the TV workshop and only 10 on the others. But her time spent per participant was only 20 minutes by TV and 1 hour and 11 minutes face-to-face. She spent only 15 minutes per new idea learned (according to quizzes) via TV and 54 minutes in the other workshops.

These comparisons indicate television's usefulness as a teaching tool. We reached more people with less time per contact by TV, and the viewers learned as much as those in face-to-face workshops.

Home agents in 14 counties reported they averaged 37 phone and office calls as a result of the TV series. Two-thirds of the agents said they would like more television series on other subjects.

In both types of workshops, television and group meetings, the homemakers indicated much interest in money management. They want more programs that teach sense about dollars.

FOOD FACTS

(From page 33)

each member learning his "food IQ."

For the fourth meeting, attention was turned to snacks. Members had a choice of two activities: keeping a weekly record of snacks, counting the daily calories, checking the protective foods, and planning for improved snacks; or keeping a record of money spent on snacks and listing ways to improve snack money-spending habits.

The fifth meeting was a local achievement day for family and friends. Besides the quiz, it featured explanations of project exhibits.

The final, countywide meeting was planned primarily for the presentation of area exhibits, evaluation of the project—and fun. The teen-aged planners turned this into a Bar-B-Que Ball, an outdoor chicken barbecue.

Later a buffet supper was held for key, junior, and counselor leaders. This was arranged to evaluate the first year's program and plan the following year's work.

The group asked the foods and nutrition specialist to prepare a handbook for the second year—emphasizing restaurant etiquette, new food experience, and food costs. Like the first handbook, it outlined a kick-off meeting, four area meetings, a countywide meeting, and a final evaluation meeting.

Although the second year concluded the pilot project, the teenagers are planning another series of meetings for 1960. They want to delve into the topic of international foods.

Measuring Value

About 250 different teen-agers were reached with good food information during the 2-year period. Total county 4-H enrollment increased by 83 in 1958 and by 44 in 1959—members who enrolled only in Teen Time.

The project was worthwhile, not only for what it taught teen-agers, but for what it taught us about developing such programs. The following worked particularly well:

- Be willing to reach beyond the conventional approach.
- Meet a basic educational need—in this instance, the need for reaching teen-agers with nutrition information.
- Recognize the teen-ager's desire for group activity and the leadership of his peer group.
- Appeal to boys as well as girls.
- Provide well-defined subject matter for each meeting, but leave room for teen-age creativity.
- Use social and cultural experiences to hold interest.

Teen Time Food Fare was keyed to the idea that good food is fun. At the same time, we motivated young people to improve food attitudes and snack habits. And in teaching teen-agers about nutrition, we learned much from them.

CLOTHING NEWS

(From page 36)

We put the finishing touches on our program with Summer Fashion Story—1959. We drew from many resources to put on this show. A national retail store presented it; the women's editor of a statewide newspaper commentated; home demonstration women modeled.

Other retailers loaned clothing to one speaker to illustrate his talk. The school nurse located children and home agents enlisted women to model.

Attendance at Clothing Information Day was beyond expectations. Slightly less than half the 600 women present were not members of extension groups. These included homemakers, home economics teachers, students, and retailers.

Evaluation cards, mailed out later, echoed homemakers' desires for another "day." Answers came from about 20 percent of those who had attended.

Requests were received for information on laundry equipment and care of clothing—a natural followup to selection and purchases. Soaps, detergents, and spot removal topped the list. Wash and wear items, purchases for special occasions, and purchases for certain ages were also requested.

Results of this program led us to believe that the modern homemaker knows what information she needs and may be willing to travel many miles for it. And she seems to like new methods of presenting answers to her problems.

Just one day, packed with wanted and needed information, broadened Extension's reach. Many good things are possible from this well-wrapped package—wider contacts for Extension, better understanding between retailers and consumers, and awareness of further resources.

"PIONEERS"

(From page 35)

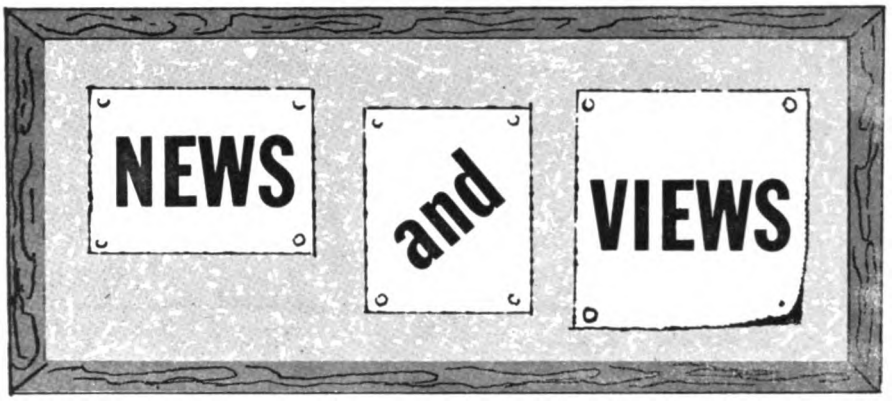
this method by circular letter and by telling office callers. A team of a man and woman agent work with the family as they state their goals and problems, recognize their resources, and consider alternatives. Further help may be given by other agents working in specific fields, but the team follows through with summary and evaluation. Again, work is done individually or with small groups.

Busy families like information through mass media and bulletins. About 2,000 farm families receive the Water Users Letter. This circular contains timely information of interest to the farm and family. More home information is offered through a homemaker letter which contains briefs from research. Four radio stations, 1 television station, and 5 newspapers cover the county.

Evaluating Clubs

Meetings and tours vary in success as a way of informing new settlers. Only during the winter months can you reach many. Extension works more through groups other than "extension clubs." Homemaker clubs have been organized in most areas, but they do not represent a large portion of the help given new settlers. They will probably be more important after families have solved immediate problems of getting the land ready to farm. 4-H Club work reaches many families who later turn to Extension for other types of leadership.

In summary, Extension has had contact with a high proportion of the farm families in Grant County (the majority of whom are now settlers on irrigated farms). We see the changing nature of problems for families and try to adapt our methods. As we look forward, we see new ways the people can be involved in helping themselves.



International Land Judging Contest Set

More than 20 States are expected to take part in an international land, pasture, and range judging contest, April 28 and 29, in Oklahoma City. Twenty-five representatives from 12 foreign nations have indicated they will participate.

Objective of the event is educational work in soil and water conservation, pasture development, and native grass management. The six divisions include adults, 4-H, FFA, women and girls, collegiate, and foreign.

Write Edd Roberts, Extension Soil Conservationist, OSU, Stillwater Okla., for details.

Dow Offers Grants for Study Tours

Dow Chemical Co. is offering grants of $250 each to one county agent in each State for study travel programs. Dow representatives and the NACAA Professional Training Committee are arranging study tours in the four extension regions.

The grants are for expenses on group tours to observe marketing enterprises, outstanding farms, agricultural businesses, extension programs, and research projects. Given on a trial basis last year in the North-Central region, the grants will be offered nationwide in 1960.

The scholarships are available to agents with at least 5 years' service who are members of their State agents association and NACAA. Other criteria for selection include the agent's success in promoting extension programs and his professional improvement activities. Recipients are expected to apply experience of the study tour in their county programs.

Dates and itineraries will be announced later. Applications must be sent to the chairman of your State Professional Improvement Committee by April 30.

Three Universities Give Short Courses

Short courses of interest to extension workers are being offered this spring and summer at three universities. The following opportunities are available to extension workers.

Iowa State University

Guidance Conference (Department of Vocational Education, G. Gordon Ellis in charge) April

Held with the cooperation of the Iowa Personnel and Guidance Association, this conference offers guidance and youth workers an opportunity to keep abreast of the latest developments in this field, to share experiences, and to discuss local problems.

Food and Nutrition Institute, (Coordinated by Ercel S. Eppright) June 13–25.

Purpose is to strengthen understanding in basic principles of food preparation; provide up-to-date information in food and nutrition; and exchange viewpoints on teaching techniques and current problems.

University of Missouri

The following courses will be offered by the Department of Home Economics:

Recent Trends in Home Economics (Textiles)—June 14–July 8
Buying of Clothing and Textiles—July 11–August 5
Recent Trends in Home Economics (Family Life)—July 11–August 5
Recent Trends in Home Economics (Food Science)—June 14–July 8
Child Nutrition—June 14–July 8
Trends in Home Economics (Interior Design)—July 11–August 5
Problems—Teaching Textiles and Clothing; Foods and Nutrition—June 14–July 8
Trends in Home Economics Education (Teaching Family Relations and Child Development)—July 11–August 5

Pennsylvania State University

The College of Home Economics offers the following courses:

Family Relationships—July 5–August 12
Fundamental Principles of Tailoring Construction—July 5–August 12
Advanced Foods—July 5–July 22
Advanced Home Crafts—July 25–September 22

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 1560 Preparing Strawberries for Market—*Revised November 1959*
F 2105 Ornamental Hedges for the Northern Great Plains—*Revised November 1959*
F 2141 Beef Cattle—Dehorning, Castrating, Branding, and Marketing—*New (Replaces F 1600)*
F 2142 Library Service for Rural People—*New (Replaces F 1847)*
F 2143 Irrigating Corn in Humid Regions—*New*
F 2144 Managing Farm Fields, Wetlands, and Waters for Wild Ducks in the South—*New*
G 63 Hand Sprayers and Dusters—*New*
G 65 Growing Chrysanthemums in the Home Garden—*New*

by EVERETT M. ROGERS and DAVID G. FRANCIS, *Rural Sociologists, Ohio State University*

EXTENSION workers have long known that all individuals do not have equal contact with their educational program. And the system of categorizing individuals as innovators, early adopters, early majority, late majority, and laggards, developed by rural sociologists, is widely used by agricultural leaders.

Early Adopters Lead

Which of these people have the most contact with Extension? Data gathered from a sample of 104 Ohio commercial farmers show that the early adopters had an average of 3.64 Extension contacts per year—more than any other adopter category.

Each respondent was scored as to his number of extension contacts in the year preceding the study. Innovators averaged 2.64 contacts, early majority 2.57, late majority 2.25, and laggards 1.35.

Because of limited resources and the wide scope of the audience's interests and size, extension workers have been forced to work through selected leaders. By reaching a relatively small number of persons directly, many others are reached indirectly.

The Ohio study suggests that farmers with high Extension contact have characteristics which should make them effective leaders. Compared with the average farmer, individuals with high Extension contact were characterized by more years of education, larger farms and higher farm incomes, readership of more farm magazines, participation in more formal organizations.

Are the farmers with many Extension contacts looked to by their neighbors as a source of information and advice? In general, yes. But some farmers with high Extension contact were not leaders in their neighbors' eyes. This suggests that Extension efforts could be more effective if more attention was paid to leader selection.

Experimental Attitude

The earliest farmers to adopt new practices, innovators, have less Extension contact than the early adopters. An innovator will often bypass his county agent and go directly to an agricultural scientist for information on new farm ideas. In fact, while less than 10 percent of the commercial farmers in Ohio reported a direct contact with an agricultural scientist during the past year, 42 percent of the innovators reported at least one direct contact.

Three-fourths of the Ohio innovators interviewed had traveled outside of their county within the past year to observe new farm practices in operation. Almost half went outside of their State or the United States for this purpose.

These Ohio innovators reported visiting and discussing broiler operations and cattle feeding programs in Indiana, Illinois, and Iowa, as well as Ohio during the current year. They also reported observing beef and dairy enterprises in South America, wheat practices in Canada, and new beef ideas in Colorado and Nebraska.

These are extreme cases, but they illustrate the wide perspective of innovators. Yet an innovator's neighbors seldom view his farming methods with respect.

As a result of the amount of technical knowledge possessed by an innovator, the relationship with his county agent is somewhat different from that of the other adopter categories. One innovator commented, "The agent is of almost no help to me. I am a graduate of the agricultural college in animal science, and I am more aware of current practices than the county agent is." Other innovators viewed the agent as a technical "equal" with whom they might confer in order to be sure of the suitability of a new farm practice for their individual situations.

Meaning for Extension

Innovators can perhaps best be approached on the basis of statewide meetings in their specialized farm enterprises. Early adopters may be the best adopter category for the agent's efforts if he wishes to indirectly reach other farmers. Laggards have the least direct Extension contact at the present time, but it may be possible to reach this audience through different techniques and methods.

These findings suggest many implication for extension programs. They may help in finding ways to speed up adoption of new research.

EXTENSION SERVICE Review

MARCH 1960

EXTENSION SERVICE Review

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

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

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

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In This Issue

EAR TO THE GROUND

If I had tried to put my ear to the ground this week, I'd have had it frost-bitten. Washington has plenty of snow as this is being written.

But by the time you read this issue, the scene on this month's cover will be a familiar sight. Spring will be here and farmers will be starting another busy year.

The other day I read about a farmer who was sitting on his porch, looking rather glum, when a stranger approached. "How's your cotton this year?" the stranger asked. "Ain't got none," the farmer replied. "Afraid of boll weevils."

"What about your corn?" the stranger asked. "Season looked dry so I didn't plant none," was the farmer's reply.

The stranger was puzzled. "Well, what did you plant?"

"Nothing," answered the farmer, "I played it safe."

I'm sure that not many farmers "play it safe" by not planting anything. But I wonder if any extension workers play it safe by not trying something new. I'm sure there are a few. In any group of 15,000 workers, there must be a few satisfied with the status quo—who think if something was all right last year, or 5 years ago, it must still be all right.

In this issue are some examples of extension workers who weren't satisfied to play it safe. They weren't afraid to experiment—to try a new approach to an old problem.

In San Bernardino County, Calif., the extension staff tried a new way of improving farm-city relations. Farm organizations sponsored a county breakfast, featuring local farm products on the menu. Businessmen were breakfast guests of the farmers. And the speakers not only pointed out the importance of agriculture in the country, they stressed values of a good breakfast.

In Detroit, the Better Living meetings are bringing helpful information to thousands of brides, young mothers, and working women. And in Maury County, Tenn., the home economics agents set up associate memberships for women unable to attend club meetings. Regular members "adopt" an associate and take the information to them.

Throughout every Review issue are examples of agents who don't play it safe—who dare to try something new. And these are the agents who are building successful programs. In Extension, as in any endeavor, the future belongs to those who dare.—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).

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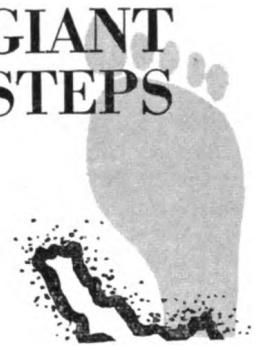
IN THE NEAR EAST . . .

EXTENSION TAKES GIANT STEPS



by FAYETTE W. PARVIN,
Assistant to the President, University of Florida

Editor's Note: At the invitation of ICA, the author visited countries in the Near East and South Asia during July 1959. In this article, he gives a few of his impressions of Extension's growth and development in Greece, Jordan, and Iran.

AGRICULTURAL extension is on the march in the Near East! In just a few short years, the Extension Services in Greece, Jordan, and Iran have developed into stable educational arms of their Ministries of Agriculture in the highest extension tradition.

In my opinion, this is at least partially traceable to two factors: (1) the director of extension in each of these countries has received excellent fundamental training in the philosophy of extension in the United States, and (2) good practical American extension specialists have been sent to these countries as advisors.

As I visited with Director Mousouros of Greece, Director Hassan of Jordan, and Director Rassi of Iran, I was thrilled to hear their philosophy of extension. These men are extremely well-grounded in extension and the Americans who planned their training programs and who have advised and worked with them can be proud of their accomplishments.

This was my second visit to observe extension work in South and Southeast Asia. Since my first visit about 7 years ago, the extension services have matured greatly and achieved high stature.

Beginning Obstacles

A persistent early problem in many countries is the need to separate regulatory and administrative functions from the extension education function of the Ministry of Agriculture. In Greece this separation was accomplished simply by basing regulatory inspectors at the headquarters office and extension agents in the villages. The village agents go among their farm families in the role of educator, advisor, and friend. The regulatory inspectors perform their duties without reference to the village extension agents.

Another difficult assignment for young extension services is to convince farmers that they should assume certain responsibilities rather than to depend upon the government to do these things.

The Jordanian Extension Service has been highly successful in this difficult area. Prior to 1958, Jordanian farmers had assumed that locust control was the full responsibility of the government. That year, Jordan asked the extension service to conduct an educational program among the farmers to convince them that they should provide volunteer labor for locust control. Poison bait would be provided by the government. The agents met with overwhelming success and Jordanian farmers now fully expect to conduct their own locust control campaign.

In the olive-growing area of Jordan, the government formerly dispensed free insecticides to control a borer in olive trees. Today in one village six merchants are selling these insecticides. This is an example of free enterprise flourishing as a result of a successful educational program.

Working Principles

Rural youth work in Greece in some respects could well be a model for other parts of the world. A group of young people wishing to form a club must first form a kind of "apprentice-group." They must demonstrate an ability to work together on a village project and to take individual responsibilities for their own projects. After proving their worthiness in this manner, they are permitted to become a club.

An alumnus of one Rural Youth Club decided to apply the principles of cooperation and singleness of purpose learned as a club member to the field of politics. He lived in a two-party area and was elected mayor by his own party.

After he got in office, however, he decreed that all should work together for the common good—as did the Rural Youth Clubs, and that party lines were to be ignored where the community good was an issue. He was a successful mayor and was reelected by an overwhelming majority

The mayor, who owned and operated a 20-acre farm, decided he could no longer do justice to both the office of mayor and the farm. So he announced that he would not be a candidate for a third term. Immediately a delegation from the opposition

(See Near East, page 54)

THE COUNTY CAME TO BREAKFAST

by **F. W. DORMAN**, *San Bernardino County Extension Director, California*

WHAT a breakfast $40 million worth of eggs would make! Poultry Advisor Bill Watson made this comment to Home Advisor Gayle Austin as he looked over annual production reports for San Bernardino County.

Later, on her way to a home extension group meeting, Mrs. Austin thought about this $40 million breakfast. How could people be encouraged to eat a better breakfast? Then the idea came—a San Bernardino County Breakfast to include eggs, milk, and citrus, the three leading agricultural commodities of the county.

Idea Spreads

Mrs. Austin presented her idea at staff conference. Suggestions came fast. "Let's put on a breakfast and invite the Board of Supervisors." "Have the 4-H club girls do it." "Let's include some agricultural leaders." "Get the supermarkets and newspapers to promote it." "Have a poster contest among the school children."

The idea was outlined and presented to extension specialists in January 1959. The public information specialist felt that a lot of nutrition education and public relations could be hung on the idea. The visual aids specialist sketched some mobiles we might use.

The county breakfast idea was discussed with a Farm-City committee. This group of businessmen, farmers, bankers, and county officials was not overenthusiastic. But they appointed a steering committee.

The steering committee consisted of a citrus grower and a poultryman, both strong leaders in their respective fields. The secretary-manager of the Dairymen's Service Association became unofficial banker. The manager of the County Board of Trade was made general chairman and, representing Extension, I was named program chairman. The Agricultural Commissioner and the chairman of the Inter-Service Club Council also helped on the committee.

The steering committee immediately set these objectives for the breakfast: To encourage people to eat a nutritious breakfast and to make business, industrial, and civic leaders of the county more aware of the importance of a sound agriculture.

Because the breakfast would feature eggs, milk, and citrus, these three commodity groups assumed some responsibility for organizing the event. All of the county's agricultural industries were invited to participate.

Flashes of brilliance now gave way to team sweat; brainstorming to digging and building. "B-Day" was set for October 1, with an 11 a.m. brunch and brief program. Speakers were selected by early June—Gayle Austin on nutrition and a banker on the importance of a sound agriculture.

A newspaper campaign was outlined. Localizing the story with names and pictures was easy. The first news release went out early in July. From the start, press and radio cooperation was excellent.

Sale of tickets, organized along commodity lines, got underway August 1. Farmers paid $3.30 for a "double" ticket. For each ticket sold, a guest from industry or government was invited by the steering committee. As ticket sales were reported, invitations went out to business and civic leaders to be the guests of agriculture at the county breakfast.

It all sounds easy and logical, doesn't it? That's what the steering committee thought in June! But how can a farmer know in August what he'll be doing in October? You can't invite a guest until there's a farmer-host to buy his breakfast. When a potential guest doesn't reply to his invitation, is he coming, not coming, or undecided? Ticket sales were supposed to be completed by September 1 but dribbled on to the day of the breakfast.

As guests accepted invitations, their names were mailed to ticket purchasers. The farmer was asked to get in touch with his guest and act as his host at the breakfast. Farmers not assigned guests were asked to contact those who had not responded to the invitation.

The day of the breakfast broke clear, bright, and with a roar of fluttering "butterflies." By 10:30 the tables were tastefully decorated. Donations of milk, orange juice, and honey were at each place. Programs, marked Farmer and Guest, served as place cards. Five 4-H Club girls and five FFA members in uniform ushered.

At first, the more than 400 farmers and guests had difficulty finding each other, neither knowing what the other looked like. But after people got seated, the breakfast began and the program rolled smoothly. Audience reaction was excellent.

After the breakfast, we had to get out the final news release. That made a total of 8 releases, 6 with pictures, for a total of 160 column inches.

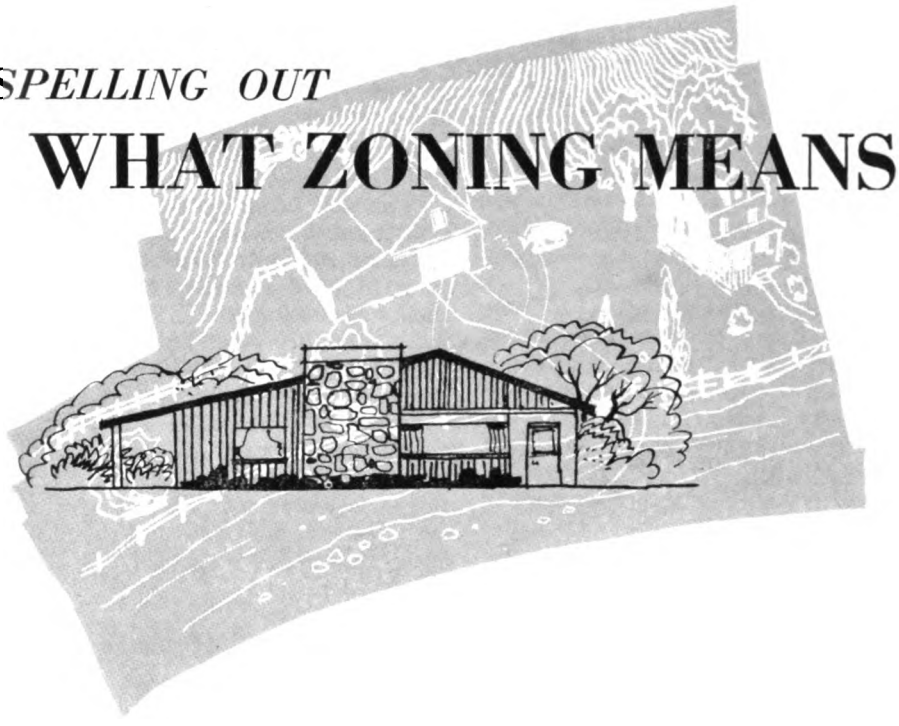
Audience Reaction

After a good meal, guests and farmers were very enthusiastic. What would they say next week? A letter was sent to all ticket purchasers. They were asked on a self-addressed, return card, "Would you buy a ticket and attend another San Bernardino County Breakfast in: 1 year. . . ., 2 years . . ., never . . .?" We asked for suggestions.

The response was good. About 80 percent replied "1 year," 15 percent "2 years," and 5 percent said "never" would be too soon. This amounts to a mandate for another breakfast in a year or two.

Was it worthwhile from extension's viewpoint? Definitely yes! A good job of nutrition education was done. And better relationships and understanding exist between farmers and business and civic leaders.

SPELLING OUT WHAT ZONING MEANS



CARVER County has a way of spelling out the real meaning of terms like "zoning" and "land use planning" for Minnesotans.

The system is a broad public affairs education program, coordinated by County Agent Dale Smith. Through it, local citizens have tackled some of the most crucial and complex public problems facing this area on the Twin Cities' western fringe.

The program opened with a campaign for informing residents in areas of possible metropolitan expansion on procedures for and benefits from land use planning and zoning. Then came a series of 22 meetings on "local government and how it operates" for more than 400 4-H youths and their parents.

"Change" has as much meaning in Carver County right now as anywhere in Minnesota. Homes have been popping up in rural areas. Total population is over 21,000, up 3,000 since 1950. Farm population is under 4,000 compared to 6,500 in 1940.

With changes come problems. Where will rural homes be built? How will sewage be handled? How about industrial development? Governmental structure? Schools? Should the old system—adequate in the past—be changed?

"The entire situation," Smith says, "called for increased understanding of the problems and ways to meet them. Many people needed to cooperate to further this understanding."

Planned Growth

Take the land use problem, for example. Chanhassen township—closer to Minneapolis than any other in the county—had passed a zoning ordinance back in 1952. The regulations specified areas for commercial development and other areas for farms and homes only.

Other areas southwest of Chanhassen also saw a need for planning. The town board chairman in San Francisco township says, "We saw the handwriting on the wall a couple of years ago. More homes have been built here. A third of our farms are operated part-time." There was a possibility of industry, too. Naturally, residents of the area were concerned over how this development would proceed.

Similar concern was voiced in Dahlgren township, adjacent to the town of San Francisco. Nobody wanted a junkyard or garbage dump next door. And as the chairman of the township board of supervisors says, "The tendency now is for more people to live in the country. This means we have road, building, and health problems we never had before."

Yet there was some public apprehension about zoning. Some people felt it would result in undesirable restrictions.

Benefits Explained

Local farm leaders took the problem to County Agent Smith, who set up a public forum at Waconia last March. He called in a group of experts—the county zoning officer, the director of the Twin Cities Metropolitan Planning commission, and several University of Minnesota specialists.

Some 150 persons heard this panel discuss land use planning and zoning—and how local areas could benefit from it. This set the stage for more local discussion. In Dahlgren township, the supervisors called in Smith and a group of leaders from already-zoned Chanhassen township.

The Chanhassen men had some sound words of advice. Said one Chanhassen township supervisor: "If you zone, make sure you watch property valuation. Assessment standards must be equal for farm and nonfarm property—one can't carry the tax burden alone."

He also helped clarify what zoning protects, as well as restricts. "It's a way to plan for the future," he said. Visitors were reminded of the park requirement—in Carver County five percent of all platted land must be donated for public parks.

"The evening we met," one supervisor reported, "there was a big change in attitude toward zoning. We found out what the objections were." That made it possible to point out ways to meet these objections.

It wasn't long before township voters authorized the Dahlgren town board to enact a zoning ordinance.

(See Zoning, page 48)

HAND IN HAND

by THOMAS A. ROBB,
Washington County Director, Iowa

A POPULAR song of a few years back philosophized on love and marriage. It contended that you "can't have one without the other."

Professional improvement and work in Farm and Home Development are just about as closely related. That's what the extension staff has found in Washington County, Iowa. We've discovered that both formal and informal professional improvement efforts have helped us in scoring real gains in F&HD. And our work in F&HD has increased our competence as extension educators.

Program Outline

All three of us on the county staff work in Farm and Home Development. Associate Merritt Canady, Home Economist Marilyn Schweitzer, and I are now working with 50 families. Incidentally, in our county, we work intensively with cooperators for 3 years.

We work through neighborhood groups with new groups organized in early January. Two meetings are held with each new group.

The cooperators are expected to keep a farm account book and a record of family living expenses. The agricultural agent and home agent together make a spring visit to the home of the cooperator and the agricultural agent makes about two additional visits each year. Other activities include record summaries, analysis meetings, outlook meetings, tours, a monthly newsletter, and a few other meetings for second and third-year cooperators.

How has professional improvement affected work in this field? We have found that both formal and informal professional improvement are needed for effective work. And we've found that effective F&HD work has added to our professional competence in this and other areas of work in the county. Professional Improvement and Farm and Home Development go hand in hand.

In 1950, when I came to this county, farm business associations were serving well the needs of older, established farm families. But the needs of young families were obvious. We groped in the dark for ways to help them.

That year we developed a program for a countywide group of young farmers and their wives. It had many similarities to our present farm and home activities, including group meetings, recordkeeping, and analysis. However, because the staff felt inadequate and pressed for time, the program was not continued.

Building a Foundation

As a graduate in animal husbandry, I felt inadequate in this management field. So I took a step that seems now to have been the most important single factor in training and instilling confidence in an inexperienced worker. I obtained permission and took time to accompany the farm business association fieldman on his county visits. These visits and access to farm records gave me a fuller understanding of the economics of the farm business.

In 1953 and 1954 we organized 2-day farm operator schools with the cooperation of county banks. By 1955, we saw the importance of wives being involved in these sessions, so the schools became "couple" affairs. And the home economist and I made followup farm and home visits with couples who attended.

While gaining a great deal of professional competence from such activities, the need for more training was apparent.

With the start of 1956, Merritt Canady joined our staff. He brought 10 years of practical farming experience in addition to his formal training in agriculture. We were then staffed for more aggressive work in F&HD.

During the same month that Canady joined the staff, the three of us attended the 3-day farm and home workshop at Iowa State University.

Farm and home management specialists had developed some new tools for work in this area and had tested them in pilot counties. This workshop helped acquaint us with these tools and their use. Among them were enterprise returns and costs, budget forms, summary analysis forms, family conference record forms and others. The workshop also covered philosophy of Farm and Home Development, effective farm and home visits, counseling techniques, and materials and ideas for group teaching.

Thirst for Knowledge

In Farm and Home Development, the more you know the more you feel you need to know. Merritt Canady recognized this need for further training. He completed the Farm and Home Development course at the Wisconsin Regional Summer School in 1957 and shared information with us when he returned.

One of Marilyn Schweitzer's first training activities after joining our staff was to attend a State farm and home workshop. Since then, I have had opportunity to make presentations at these workshops and find that they also had a sizeable influence on my performance.

A considerable amount of professional improvement comes in an informal leisure time setting. It means a lot of reading. Iowa State specialists have written several useful books. The EXTENSION SERVICE REVIEW issues on Farm and Home Development have been helpful.

We strongly endorse reading for professional improvement. It need not wait for someone to set up a course. We find that the personal desire to learn which develops from F&HD can be an effective stimulus to stay with this kind of personal study.

District extension economists are key persons in our training. They

(See Hand In Hand, page 49)

Training—Part of the Job

by GEORGE F. KESSLER, *Lowndes County Agent, Georgia*

During the past 2 decades I have observed some of the dynamic changes in farm and home life. As a result, my plan of work varies from season to season. And my schedule never becomes static.

Someone has said that training is inevitable. Since receiving my bachelor's degree, my educational advancement has been an informal day-to-day process. I have not attended graduate school, so my formal training has been limited to periods of 1 to 10 days. District and State workshops have been professional guideposts, aiding me in Program Projection and other extension activities.

As agent in one of 18 pilot counties selected in 1955 to begin Program Projection, I benefited by special training in a week-long workshop. This intensive development of a long-range program has challenged me to use my ingenuity in keeping the county program before leaders.

Outlook on Training

I have been acutely aware of the significance of training since joining Extension. Rural people are stimulated to make changes through education. The result is more efficient production and marketing of farm products, conservation of natural resources, improved living standards, and a richer community life. So I believe the objective of each extension worker should be to uplift his standards.

Facts, skills, and attitudes point to new routes in program advancement. Facts come from many sources, including the U. S. Department of Agriculture, colleges, research, privvate industry, and farm people.

An individual's attitude is a major consideration. Many times he must be convinced before he accepts the latest facts or develops new skills.

For instance, in projecting our soil fertilization program, we had to establish nitrogen demonstrations throughout the county. Seeing is believing in this case and farmers accepted the idea that the application of high rates of nitrogen would increase per acre returns.

Training principles in Extension are wide in scope. They bring us new horizons and new concepts. My educational tools have included in-service conferences, communications and agronomy short courses, tours in neighboring States, participation in the National Association of County Agricultural Agents, lectures, seminars, clinics, youth camps, and reading magazines, books, and research reports.

Pipelines to People

Some media for channeling information from my office are surveys, newsletters, bulletins, announcements, radio, television, newspapers, and special exhibits. Outstanding agricultural and industrial leaders are invited to appear on community programs.

In cooperation with farmers, specialists enable my office to make valuable suggestions to accomplish various phases of the program. Work with service organizations, churches, and social groups enlarge my circle of influence and usefulness and improve city-county relations.

Well-planned meetings—each with a specific purpose—are essential to project a program. Groups with certain interests must have opportunities to express themselves. This will spur and train members to function as leaders, encouraging them to voice their opinions and requests.

Individuals in a group must realize the need for doing a definite job. Often their suggestions may be impractical for the masses. However, by serving as moderator, I have been able to guide their logic. As persons develop their abilities and increase their knowledge in farming and homemaking, they help to train others.

Recognition for superlative achievement in special areas is accomplished by awards. For example, those who make 1,000 bushels of corn per 12 acres are members of the "1,000 Bushel Club." Those who produce 750 pounds of lint cotton per acre are entitled to membership in the "Bale and a Half Cotton Club."

In projecting a program these are some of my pipelines. Because of them, I am a more efficient prompter, inspirer, and arranger.

Personal Inspiration

To live, learn, lead, and serve to the best of my God-given capacities summarizes my philosophy as an extension worker. As effectively expressed in the Extension Workers Creed:

"I believe in my own work; the opportunity it offers to be helpful; in its touch of human sympathy and its joy of common fellowship.

"I believe in the public institutions of which I am a part; of their right to my loyalty and my enthusiasm in extending the established principles and ideals of those who seek and find the truth.

"I believe in myself; in humility, but with sincerity of purpose, I offer to work with country man, woman, and child in making the farm prosperous, the country home comfortable and beautiful, the rural community satisfying, and my own life useful.

"Because I love these things and believe these things, I am an Extension worker."

On camera for twelve years

by MRS. EMILIE T. HALL, *Home Economics Editor, New York*

REGULAR television shows are one of the most effective ways of advising the public of the extension home demonstration program. That's what Erie County Home Demonstration Agent Mary Switzer says.

And Mrs. Switzer ought to know. She's been at it for 12 years and is still going strong.

The Home Demonstration Department which Mrs. Switzer heads is responsible for a weekly show, You and Your Family. The show covers consumer buying, marketing, health, and some how-to-do-it kinds of information. A home demonstration agent appears on every program, along with an agricultural or 4-H club agent, or a guest.

Program Breadth

Started in 1948, two months after Buffalo station WBEN-TV went on the air, You and Your Family is estimated to reach about 200,000 families in western New York, northern Pennsylvania, and nearby Canada. Shows are scheduled six months in advance, with all three departments (agriculture, home demonstration, 4-H) participating in the planning.

Farmers, homemakers, college specialists, representatives from community agencies, and professional home economists have all contributed to the popularity of the show.

"The young homemaker who cannot get to meetings is foremost in our thoughts as we plan our programs," Mrs. Switzer says. "In many cases the program may be her only contact with the Extension Service. Through it we hope to make her aware of the Extension program and give her helpful information."

Although hand-outs are not offered on every program, the total number of requests for bulletins and mimeographed material offered in 1958 ran close to 124,000.

To check the reach and effectiveness of You and Your Family, the home demonstration agents mailed a postcard query to 565 women who had requested bulletins or other material offered on four shows. The response was a gratifying 33⅓ percent.

Of the 187 women replying, 150 said they watch the program regularly. And all respondents indicated they use information gleaned from the program. Asked if they told others about the program, 175 said yes.

Among the respondents were 132 nonmembers and 116 homemakers with families of four or more. Some youngsters got into the act by scribbling with crayons on the postcards. One mother added a postscript that her 4-year-old had begged her to send for the recipe for bunny cake and a snowman cake which had been offered on a show, "Treats for Winter Holidays."

Noting that 17 of the 56 member-respondents reside in neighboring counties, the Erie County people decided to mail advance programs to the agents in those counties for possible use in their monthly newsletters to members.

Asked what topics they would like to see covered in the show, viewers came through with enough suggestions for at least 6 months of programing. Foods and clothing shows were in greatest demand, but there also were many requests for family financial management, teen-age topics, and gardening.

The response to this survey, and the steady stream of requests for bulletins, soundly prove Mrs. Switzer's belief that regular television programs are effective. It looks like Erie County home agents will be "on camera" for many years to come.

ZONING

(From page 45)

San Francisco township did the same thing. Citizens call it a forward step for farmers and city-employed rural residents alike.

With all emphasis on zoning and the changing rural scene, County Agent Smith and local leaders wondered: How well is county government really understood? How familiar are people with township government and how it works? How could they be informed?

They hit on an idea—give the information to youth. "First," Smith recalls, "we tried one central meeting, with leaders from different 4-H clubs, on local government. Attendance was poor. So then we decided to give the presentation to each of our 22 clubs, one at a time."

Each club held a meeting, with Smith as speaker, using university

publications on local government. He wound up each session with a short quiz on local government.

Not only 4-H members benefited. Attendance at each meeting was about a third parents. They were as interested as their youngsters—in how a county builds roads, how school districts run, how a township can zone land.

One adult 4-H leader says, "We were concerned about the lack of interest in local government among young people. A program like this helps interest them in taking part in government in the county when they are older."

These two phases of the Carver County public affairs program yielded many benefits. They demonstrated that people gain understanding when they are given the real meaning of zoning and local government.

HAND IN HAND

(From page 46)

make farm and home visits with us, assist with planning and presentations with groups, help budget our time, and give us encouragement.

District supervisors are also on the training team. They spend many hours with us to plan and evaluate our efforts. And they help keep our local governing body and program committees informed.

Even so, the need for training continues in order to increase our effectiveness. Specifically, farm and home visit techniques, teaching of record-keeping, presenting of analysis information and our understanding of farm and home management, outlook, and related fields are areas where continued training would be beneficial.

If a person waited until he felt prepared before initiating a farm and home program, he would never get started. The training becomes more meaningful when we become involved. This extension method demands the use and application of all training that the agent has received. We feel this program has improved us professionally and thus we are more effective in the total extension program. And our experiences in this area are among the most satisfying in our work.

Keeping Pace with Suburbia

by MARGARET N. WHITE, *Home Demonstration Agent,* and IMOGENE ROMINO, *former Associate Home Demonstration Agent, Baltimore County, Md.*

How does a county home demonstration staff meet the challenge of rapid suburbanization? Let's take a look at some of the changes taking place in Baltimore County, Md., their impact on the extension program, and how we adjusted our program to the changing situation.

The county borders the city of Baltimore (a separate political unit) on three sides. In the past 10 years, the county's population increased 81 percent to nearly a half million. Yet there are no incorporated towns or villages in the county.

Part of this rapid growth can be attributed to the trend to suburban living. New light and heavy industries in the county also contributed to the population rise.

Changes Noted

Between 1950 and 1955, the number of farms decreased 17.4 percent. And at the present rate of growth, it is estimated that 450 of the 610 square miles in the county will be urban in the next 20 years.

Throughout this period of rapid growth, the home demonstration staff consisted of three agents sharing adult and youth work. An important aid has been the leadership development program, started more than 20 years ago by the former agent.

Leadership training for organized groups is our most effective means of reaching large numbers of people. Extension groups have grown from 39 in 1951 to 62 in 1959. During the same period, 11 other groups and many individuals have participated in the program.

For example, one project was conducted for a group living in a trailer park. These women, from several different States, carried a project on construction of children's clothes. Incidentally, these work sessions were held in the laundry room at the trailer park.

In 1957, the county took part in the National Home Demonstration Survey. One of the findings indicated that 10.2 percent of women in organized extension groups are members of farm families. But more than one-third are under 40 years of age and more than half have children under 10 years old. In addition, many husbands have off-farm jobs.

Program Adjustments

These facts guided several changes in our county program. Our increase in enrollment has been largely in the younger age group. We hold more leadership training meetings but keep them short because members' time is limited.

We divided the county into districts for leader training. And we hold training meetings between 10 a.m. and noon, the most convenient time for mothers of school children and wives of industrial workers. Many groups arranged car pools to relieve transportation problems.

Relatively high incomes and educational levels demand an up-to-date program based on sound research. Frequently we include information on the history, philosophy, and organization of extension work. More than 50 percent of members in groups have belonged less than 5 years.

We receive excellent cooperation from farm organizations, the county library system, health department, civil defense, and other county and State agencies.

One of the biggest unsolved problems is a need for more adequate facilities for leadership training meetings and special interest groups. And we must find additional means of reaching beyond organized groups.

(See Keeping Pace, page 54)

Reaching Out to Busy Homemakers

by ESTHA COLE, *Maury County Home Demonstration Agent, Tennessee*

I WORK away from home and just can't attend home demonstration club meetings. I can't leave my small children to go to a meeting, but I want to learn what is taught in the home demonstration club.

From these pleas, by woman after woman in Maury County, came the idea for *associate* home demonstration club members.

Associate members are women who, for one reason or another, cannot attend club meetings but want to learn and practice the lessons taught in home demonstration clubs. They are "adopted" by regular club members who can attend the meetings.

Employed homemakers or those with conflicting home responsibilities are reached with this membership system. An associate member practices the same seven demonstrations a "Blue Ribbon" member does. But she is not required to attend meetings.

The sponsoring member takes responsibility for getting information to the associate and for teaching her the new skills learned at club meetings. She also takes back to the club progress reports on the associate's activities. The associate member is responsible for "doing something about" the lessons.

Expanding Idea

The Maury County Council of Home Demonstration Clubs adopted the idea of associate membership in 1957. Its goal was for 10 percent of the members of each club to adopt an associate member. That year, 152 women qualified as associates—22 percent of the total club membership. Last year, 174 of these homemakers would not have received extension teaching otherwise.

One associate is a 4-H member, sponsored by her mother. There are associate members of the Maury clubs in other counties, and even in other States—women who have become interested in the work through family and friendship ties.

We guide our home demonstration teaching to help these associate members as well as the regulars. Members who sponsor associates are provided with extra copies of printed material.

A mimeographed sheet of monthly requirements for following up each lesson is given both members and associates. Reading material required for each lesson is reviewed with the members, who are encouraged to carry the information to the associates.

Each month's roll call at local meetings calls for a report by each member on the use of the previous lesson, both by herself and her associate if she has one. Associate members are carried on the roll as a supplement to the list of regular members.

This monthly reporting encourages additional contact between members and their associates. It also encourages the associate to put the lesson into practice quickly, and makes her feel that her sponsor and the club are interested in her progress.

Blue ribbon awards for carrying out practices learned are given to associates as well as to regular members. The homemaker, whether a regular or associate member, must practice seven lessons to qualify for this award.

Home demonstration club member (left) teaches her "adopted" associate member what she learned about covering buttons.

Maury County reported 174 associate members qualified for Blue Ribbon awards in 1958. They feel they have extended their teaching about one-fifth more by this system in just one year.

These awards are made at the October meeting of each club, with sponsoring members accepting awards for their associates. Each February, club members and associates who qualify for the award are invited to a County Blue Ribbon Party.

Lasting Effects

In Maury County, we feel that the associate membership idea is helping us reach people we might not otherwise contact. It's also helping us more effectively reach people who cannot come to meetings.

Certainly it has focused the attention of club members on the value of extension information to homemakers who do not have direct access to it. And it has increased appreciation for extension teaching. It is developing leadership among our home demonstration members.

The plan has recruited members for our clubs, also. Some associates, because of their growing interest, arrange for days off from work or for someone to care for the children, and become regular members.

The number of questions we receive about associate membership indicates the increasing interest in it. In local stores or on the streets, working homemakers ask, "Are you going to have associate members next year? If so, I surely want to be one." Clubs and sponsoring members frequently receive notes of appreciation from associates.

We believe the associate membership idea is helping fill a need among homemakers in Maury County. We'll be using it as long as it serves Extension's growing need to reach homemakers outside of organized groups.

Better Living For Working Women

by MRS. ROSELLA BANNISTER, *Wayne County Home Economics Agent, Michigan*

WE need to reach more brides and working wives with home economics information. Roberta Hershey, foods and nutrition specialist, suggested this at a district home economics meeting. And her suggestion sparked a series of meetings for women employees and wives of employees at a Detroit automobile plant.

More than 950 women attended the series of three meetings. The programs featured time and energy management in the home, home furnishings, and meal planning and food buying tips. Specific subjects included work schedules, time and energy saving method of ironing shirts, selecting furniture, color schemes, meal planning, and wise food buying.

The "Bride's School" idea was developed and the automobile company contacted. The firm's Girls Club agreed to sponsor the meetings for women employees and members of the employee Wives Club.

The 1½-hour meetings were held on three consecutive Tuesday evenings. A question and answer period followed each meeting.

With one exception, the information was presented by extension home economists. Lucille Monark, Wayne County home economics agent, and Mrs. Hannah Pretzer, work simplification specialist from Wayne State University, talked on time and energy management. Luella Nault, Oakland County home economics agent, discussed home furnishings. The meal planning and food buying program was given by Marjorie Gibbs, Wayne County consumer marketing information agent, and the author.

Local interior decorating shops loaned furniture, rug samples, fabrics, and accessories for demonstration. A food company furnished cuts of meat to illustrate wise food buying and correct meat cookery methods.

Each person attending received a program, with a brief sketch of purposes and activities of Extension; Michigan State and U. S. Department of Agriculture home economics bulletins; and a bulletin list to be checked and mailed to the Wayne County extension office.

Three weeks after the series, 236 bulletin lists had been received requesting 2,150 home economics bulletins.

Newspapers, radio, posters, company house organs, and letters of invitation were used to promote the meetings.

The Girls Club sent invitations to its membership of 600 and to 100 members of the Wives Club. The county extension staff sent 125 letters of invitation to wives of county and State government officials, area home economists, and the home economics executive council.

Four announcement releases were sent to 80 Wayne County newspapers at 1-week intervals before and during the series. Four newspapers used photographs along with announcement notices.

The women's department of the DETROIT NEWS covered the Better Living Series with articles on the homemaking topics discussed at each meeting. This newspaper has a circulation of 472,000.

Two company newspapers printed articles with photographs announcing the meetings and presenting subject matter discussed. These newspapers are sent to families of employees in the Detroit area.

One hundred and twenty-five posters, made by the auto firm's graphic arts department, were posted throughout the plant buildings.

Approximately 40 percent of the women attending were employees, 55 percent were employee wives, and 5 percent were guests. About 70 percent of the people attending the final meeting of the series had attended all three meetings. And 90 percent of the people attending the Better Living Series previously were not aware of the extension home economics program in the county.

Since this first one in May 1958, 14 Better Living Series have been planned. More than 4,000 persons have attended the meetings.

Each series differs in subject matter and clientele but the basic pattern is the same. The organization sponsoring the series (labor unions, PTA, adult education departments, church groups, YMCA, radio stations, and community service organizations) is responsible for the physical and promotional parts of the series. This frees the extension agents for preparation and presentation of subject matter information.

Wayne County home economics agents feel that this method of reaching brides, young marrieds, and the working girl is very successful in this urban county.

Detroit women were eager to look at demonstration samples and ask questions.

Taking A Look at Careers

by **GEORGE E. RUSSELL**, *Assistant State 4-H Club Leader,*
and **GEORGE T. BLUME**, *Assistant Extension Sociologist, Virginia*

I DIDN'T realize there were so many things to consider before deciding on a career, said one young lad who participated in the career exploration class at the State 4-H Club short course. Another 4-H'er, who took the class called "Take A Look" at a senior camp, remarked "I am interested in several occupations and didn't know how to go about choosing one."

We have heard many such statements since beginning to work with older 4-H members in career exploration 2 years ago. Many have had their interest aroused and say they will continue to study such things as job duties, personal interests and ambitions, and occupational outlook.

The constant requests from county extension personnel for bulletins and material for talks on vocations indicate a need for this project. It is also evident that many 4-H members find it hard to choose between different occupational fields.

Big Need

For a large number, there is still no "organized way" of exploring the 40,000 different vocational possibilities. And too many 4-H members face confusion and disappointment when they realize their childhood dreams and ambitions are beyond their reach or that their job choice fails to measure up to expectations.

Favorable reactions were received from our first attempt at offering the program to a county 4-H organization. At a planning meeting with the county extension workers, we decided to hold four evening meetings over a period of one month.

An exhibit was prepared and displayed at each meeting. Training aids, including films, flannelgraphs, circle charts and booklets were used to present the material. Club members entered into the disccussion during each session and gave a report on their individual progress at the final meeting.

Career exploration has been popular at both the State 4-H short course and senior 4-H camps. In each instance, delegates and campers were allowed free choice of courses. At short course, 111 delegates attended the class sessions, while at camp 73 members chose career exploration over a number of alternatives.

Experiences to date have shown that, while the 14-year-old members were interested in careers, those 16 and over were the most serious minded in the discussions about their futures. Learning about oneself, discovery of certain abilities, and pursuing special interests appeal to boys and girls of this age. Career exploration to them is a personal interest and challenge.

To find out how 4-H members felt about career exploration, the short course delegates and campers were asked to fill in a questionnaire. The following represent answers by 125 4-H'ers to a number of questions.

To the question, how have the career exploration classes helped you, one girl remarked that they had made her realize the many opportunities which she should check before choosing a specific career. Another said it had helped her realize what a career meant to her and how she should work and prepare herself. And another stated that it answered a lot of her questions about career opportunities.

A boy commented that the sessions had made him realize that just walking into a life's work wasn't as easy as he had thought. Another indicated that he had learned where to begin in planning for his career. He also stated that before attending the career exploration classes he was "very confused."

Stimulated Interest

A question on expanding career exploration into a 4-H project or activity brought this response. Thirty-two percent would like to see it as an activity, 20 percent as a project, while 48 percent checked both without specifying which one. All indicated, however, that it should be made into one or the other.

On exploring a number of different careers, 87 percent of the 4-H'ers stated that the class sessions had stimulated their interest in studying a number of different careers. Asked if they thought that they would be better able to plan for the future because of some knowledge they learned in the career exploration session, 98 percent said that they would.

(See Careers, page 54)

Senior 4-H Club members look over display of career literature.

CHECKING UP ON OUR PROGRAM

by CHARLES T. BATES, JR., *former McPherson County 4-H Club Agent, Kansas*

Editor's Note: The author is now a graduate student at the University of Wisconsin.

Now more than ever before we should give youth opportunities through 4-H Club work. But are our present county programs adequate?

In McPherson County, we decided to take a critical look at our program. This included looking at present membership possibilities, potentials for future club members, projects and activities best fitting the interest of the people in various localities, promotion and expansion of club work, training and molding of leaders, and involvement of other people, associations, and agencies concerned with youth.

Cooperative Planning

Our county 4-H program has been developed primarily through the cooperative efforts of the county 4-H council, adult and junior leaders, and 4-H township representatives. The township representatives were selected as a logical group to evaluate our program.

So they were called into a county program planning meeting. They took a look into our program, evaluating and analyzing it completely.

A survey was prepared by the township representatives to determine existing problems. The survey was completed and summarized within 30 days after its initiation.

The next step was to outline goals and decide on action needed to meet these goals. We wanted to give the people the type of club program they wanted. And we realized a good program must have the interest of all, including 4-H members.

One problem was that of drop-outs of club members. A questionnaire was mailed to 101 drop-outs with 25 reasons listed as to why they dropped club work. Ninety-seven questionnaires were completed and returned.

The drop-outs were then characterized into four main categories. The results showed 24 percent had left the community; 12 percent dropped club work because of job interference; 5 percent dropped out due to ill health; and 60 percent listed reasons classified as preventable. This 60 percent was the group in which we were interested.

Our survey showed that we were not meeting all the needs of our youth or adult leaders. Among the 18 needs determined were: better trained leaders, both community and project; additional projects more adaptable to rural or urban club members, with electricity and photography rating first and career exploration second; more help on demonstration methods and techniques; easier records for younger members; garden-flower-broiler show; satisfying members through adequate project work; and better club recreation programs.

All 18 problems were classified either long-term or short-term. They were assigned a high or low priority, depending on importance and urgency. Then a course of action was determined to solve them.

A special leaders' training program was initiated with personal training given to all leaders by the club agent. We reached 96 percent of our leaders through this type of meeting.

Two new projects were added in 1958—photography and electricity. The first year, 101 enrolled in electricity and 77 in photography, both of which were conducted on the county level. Last year, the second year phases of both projects were added with 71 percent re-enrolling.

A new Spring Garden, Flower, Broiler and Rabbit Show was added for members in garden, home beautification, meal service, rabbits, and poultry. The first year, 348 exhibits were entered from 17 clubs.

Better Demonstrations

Twenty demonstration schools were given by the club agent, all on a local club level. Quality of demonstrations is improving and more members are presenting demonstrations at the County Fair and County Club Day.

A new modified record for younger club members was introduced into the county club program last year.

Fewer older members have dropped out of club work as compared to previous years with a heavy increase in group participation among older club members. Eighteen promotional talks were presented by junior leaders at Club Day in 1959 compared to 6 talks in 1958 and 4 talks in 1957.

A county recreation project was initiated last year. Group recreation is conducted every other month with junior leaders assigned the responsibility of leading the program. This gives the junior leaders an opportunity for additional leadership training and it helps local club leaders in planning and conducting better recreation programs.

We feel that great strides are being made in our county program. The total results are difficult to measure this time. But the results will be evident for years to come.

The time and effort put forth on program develoment is being rewarded by a 4-H program that meets the needs and interests of our youth. Our motto is "Year by year we build better citizens through 4-H, and youth by youth we build a better nation."

NEAR EAST

(From page 43)

party asked him to run again. He explained that he could not do justice to his office and farm during the critical planting time. The delegation promised that if he would be mayor, they would plant his crops.

Later the same day, a delegation from his own party came on the same mission. He explained, perhaps with some idea of what was ahead, that he could not do justice to the office of mayor and his farm during the harvest season. So his party promised that if he would be mayor they would harvest his crops!

The extension services of Greece and Jordan have developed to a high degree the technique of wide use of volunteer local leaders.

At a meeting of a Rural Youth Club in Greece, I was impressed by the number of adult villagers present. The extension agent explained that two of the men were volunteer project advisors—one in fruit nurseries and one in vegetables, and the other was the club's principal advisor.

In Jordan most villages have enterprise-leaders in addition to a local leader for adult work.

One important problem which extension home demonstration workers in Moslem countries face is to break down the barriers that discourage, even prevent, government from working with women. In Jordan, the home demonstration agent goes with the agricultural agent to the village extension committee—made up of men leaders of the village. The agents explain the aims and objectives of the home demonstration program and ask permission for the home demonstration agent to work with the women of the village. If this permission is granted—as it usually is—then home demonstration work is on the way.

Jordanian extension workers have developed a sophisticated program planning technique, coupled directly with an evaluation program. Prior to each 6-month program period, extension agents meet with the village extension committees. Together they work out an extension program based upon the needs of that particular village. At the end of the 6 months, the village extension committee and agents evaluate the program—to decide whether it lived up to their expectations—whether it met the needs of the village.

It is difficult to believe that an organized Extension Service has been in existence in the Near East for less than a decade. One cannot help but be thrilled at the evidence of solid accomplishment.

I would be remiss if I did not pay high tribute to the dedicated men and women in the USDA who have provided superlative guidance in planning adapted training programs for extension leaders from around the world; to the Land-Grant Colleges and Universities which—while extremely busy with domestic problems—have taken time to offer highly individualized training to men of the caliber of Director Rassi, Director Moussouros, and Director Hassan; to the hard-working men and women in the Office of Food and Agriculture of ICA and its predecessors—who have so ably supported the work of their extension advisors in the field.

Critics of our expenditures in the foreign aid program could well take a look at the advances made in agricultural extension work around the world. They would be encouraged by what they found.

Extension is truly on the march in the Near East.

CAREERS

(From page 52)

On a question asking whether their high school offered them any career help, 66 percent of the class members indicated their high schools gave good help and advice all the way down to very little help. Thirty-four percent, however, said that their high school offered no career guidance help. To the question, assuming that career exploration was offered as a project or activity would you have selected it as one of yours, 93 percent of the 125 4-H'ers replied yes.

The importance of early planning in relationship to broad career goals, while not specifically asked on the questionnaire, was brought out by the students. Ninety percent of the 4-H'ers indicated that their proposed career interest area required a college education or specialized training of some kind. Those desiring to attend college were asked to check their high school credits against the entrance requirements of the college of their choice. And some members were startled to find that, even though high school seniors, they would not be accepted because of their failure to have the required credits.

An evaluation of the questionnaire comments and class expressions indicate a need and a place for career exploration in the 4-H Club program. It represents an area of interest each member must face as he strives toward maturity.

The career exploration program is now offered as a senior 4-H project in Virginia. More than 30 counties are conducting the project, with an enrollment of about 1500 members.

KEEPING PACE

(From page 49)

Mass media coverage is difficult in this type of county. The metropolitan newspaper, radio, and television stations do not cover home demonstration activities and the county weeklies have limited circulation.

Without strong mass media support, the program has grown primarily by individual contacts. Last year, 42 of the 62 groups in the county reported that nearly 600 nonmembers attended club meetings.

Young homemakers want help with improved family living, intelligent buying practices, family economics, and leadership development. Principal interests of older homemakers are leisure activities, community problems, and public affairs.

Now let's go back and sum up the answer to our opening question, How does a county home demonstration staff meet the challenge of rapid suburbanization? They have to know the changes taking place, keep informed on latest research, and seek new methods of reaching more people. And they must continually adjust their teaching methods and programs to serve the needs of their county's homemakers.

new channel for 4-H INTEREST

by MRS. GAY BENSON, *Assistant Erie County 4-H Club Agent, New York*

An outdoor, summer nursery school opened a new channel for 4-H interest in Erie County last summer.

We were searching for an answer to an often repeated question of club leaders. How can I help my girls with their babysitting problems?

After tossing ideas around, we decided on a nursery school to be run entirely by 4-H members. They would be guided by one leader and one agent.

The ideal age for the 4-H'ers seemed to be the 13 and 14-year-olds. These girls are enthusiastic and they like small children.

Planning started with a conference with the family life specialist and one of his associates. Letters to government agencies brought in stacks of information. All this had to be sorted and rearranged for presentation to 4-H Club members.

At the suggestion of the family life specialist, we next conferred with the head of the University of Buffalo preschool work. Then we visited the university's nursery as well as a commercial one. People from several communities furnished helpful information on play equipment.

Our next step was to sort out the accumulated information and organize it for club members. We called a 2-hour meeting of the interested girls in our experimental locality. During this session, we reviewed the literature and showed movies of a local nursery school, so the girls could see just how the program would work.

Gained Understanding

We invited the mothers of the nursery school children, as well as the 4-H girls, to our preparation meeting. We felt it was important that both groups understand what planning was needed for the school and what would occur during it. And we wanted them all to have a part in the preparations.

We presented the literature we had compiled on creative play activity. This contained suggested activities as well as do's and don'ts. Club members studied and added to our list of play equipment.

The literature also included some general characteristics of 3 and 4-year-olds. The girls and parents were given observation sheets to complete so we could know if we were hitting the right spots. This was our way of checking whether we were answering the need we had been challenged to meet.

Club members, we discovered, needed at least one session to learn games geared for the nursery school children. And, in spite of having finished the story-telling project, the girls needed practice time for this.

Our plan was for 3 weeks of nursery school to be held during July. The hours were from 9 to 11 a. m. on Monday, Wednesday, and Friday. We balanced the program between active play and quiet play, broken with a refreshment time.

Select Age Group

As a result of our earlier study, we limited the nursery school children to 3 and 4-year olds. It seemed that in these ages lay the answers to the behavior problems with which we had been asked to help. In these children, the club members could visualize and interpret babysitting problems they might run across in 1 to 7-year-olds.

The entire program, from the viewpoint of 4-H members, leaders, parents, and the agent, was successful. The school itself ran so well that our biggest problem was the lack of problems. We don't understand just why none of the 15 youngsters wanted the other fellow's toys or got provoked because others played with their toys.

If you are looking for a new project, this one teaches many skills. It's a rewarding experience for everyone involved.

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 2145	Growing Rye—*New (Replaces FB's 756, 894 and 1358)*
L 454	Making Household Fabrics Flame Resistant—*New (Replaces F 1786)*
L 456	Cattle Lice—How to Control Them —*New (Replaces L 319)*

TWO WEEKS IN ONE

Two special observances of interest to extension workers occur during the first week of May. They are National Home Demonstration Week and National Youth Fitness Week. The latter is sponsored by the President's Council on Youth Fitness to strengthen, enrich, and focus attention on youth organization programs.

Today's Home Builds Tomorrow's World is the theme for National Home Demonstration Week, May 1-7. Nearly 7 million homemakers, active in home demonstration work, are expected to take part in this 15th NHD Week. This observance gives us an opportunity to accomplish several purposes: increase understanding and support of Extension programs; focus attention on our year-round program to improve family living; strengthen our efforts to carry out Extension's responsibilities; and recognize volunteer leaders.

Fitness Can Keep U. S. Strong is the slogan for National Youth Fitness Week, May 1-7. The objectives of the Youth Fitness program parallel long-established 4-H objectives—to promote physical, mental, emotional, and spiritual well-being of our young people. In proclaiming the observance, President Eisenhower pointed out the importance of youth fitness to the strength and progress of our Nation. And he called on government officials, parents, youth, national and local organizations to promote programs and activities demonstrating the importance of youth fitness.

EXTENSION SERVICE Review

APRIL 1960

Office and Time Management

EXTENSION SERVICE Review

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

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

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

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In This Issue

EAR TO THE GROUND

Last month I met a county agent with a problem. And I think his problem is fairly common. He just has more work than he can do.

Things were fairly quiet the first month or so on the job, this agent reported. But it didn't take him long to get acquainted with county people. Since then he has never run out of things to do. In fact, he can't find time to keep up with the increasing amount of work.

This is a problem that may get worse before it gets better. Agents are broadening the scope of their work and extending the resources of their college and the USDA to more and more people every year. As they do, the workload increases.

One obvious solution is more help. But this isn't possible in many cases. So agents will have to look for other resources to get the job done. And one good place to look may be right at home—in the county office.

There's an old expression that sometimes we're too close to the woods to see the trees. Maybe we're so close to the solution to our problem that we don't recognize it.

The experience of a Dakota rancher points this up. Seems the rancher went to the Denver Livestock Show a few years ago to buy the best Angus bull he could find. In Denver, he looked over all the fine stock, made his purchase and proudly took his new bull home. But he felt a little sheepish about the whole deal. He found out that the bull he had bought at considerable travel and shipping expense was raised in his home county. He could have solved his problem by just looking around home.

Maybe there is a lesson here for all of us. If we look around right at home—in our own office—we may find some ways to help solve this apparent shortage of time.

Good management is the answer, of course. We need to use a problem-solving approach—the same approach farm families use to operate efficiently. We need to add up our resources, determine the problem areas, look over the possible solutions. Then we can select the solutions that will help us do our jobs better.

This issue contains many ideas that other extension workers have used in improving office and time management. Many deal with office layout, equipment, and techniques.. And many also touch on the most important resource in the office—the people who use the equipment. Good office relations are the root of good office management.—EHR

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The County Office

Nerve Center of Extension

by EDWIN L. KIRBY,
Assistant Director, Ohio

THE office is the "nerve center" for Extension. Through the county office, most direct contact is made with the people we serve. Through this office the results of research and the teachings of our land-grant institutions are centered on the problems of people. First and lasting impressions are made here through office calls, telephone calls, letters, and mass media.

Extension has an expanding program and clientele but limited resources of personnel, facilities, and finance. So we must manage and use our "nerve center" in the most efficient manner.

Have our office management procedures kept pace with the modern principles and practices used in industry? Are the practices we use in keeping with the expanded program and clientele we serve?

Staff Requisites

The first essential for efficient office management is a well qualified, adequately trained, and properly organized staff. The staff members in any office must know their jobs. And they must perform their responsibilities so that the total work can be done efficiently and with the highest degree of satisfaction.

In any office where more than one person is working on a common program, one person must provide the initiative and leadership for discussing common problems, for making plans to complete the work, and for assigning priorities. This principle becomes increasingly important as the number of professional staff members increases faster than the secretarial staff.

In county offices, the agent designated as the chairman or director must assume leadership for efficient office management. An accepted administrative principle states that persons affected by a decision should be involved in the formulation of that decision. This simply says that the county chairman will arrange situations so that both professional and clerical staff members may discuss and be informed of conditions of joint concern to them. The chairman exerts his influence primarily through leadership rather than direction.

The professional extension worker should not be performing tasks which can be done more efficiently and economically by a secretary. The clerical staff must be carefully selected and trained if this condition is to be met. The staff chairman has this responsibility—either by providing the training or by requesting help from his supervisor or other sources.

The professional staff member also needs training in office management principles and procedures if he is to recognize the need for and provide training situations for the secretarial staff. The practice of laboriously writing correspondence in longhand is as outdated as the horse and buggy.

Arrangement and Equipment

Proper arrangement is the second essential to efficient office management. Does the atmosphere created by both orderly arrangement and qualified personnel say to the caller a warm "Hello," "May I help you?" "Glad to see you," "Come back again"? Is the secretary located and trained so that she can fulfill this requirement?

Are the desks and other facilities arranged for orderly and efficient work with distraction kept to a minimum? Are the files arranged and organized for maximum use not only for *filing* but for *finding* information? Do the physical facilities provide privacy, proper light, ventilation, heat, and other conditions necessary for comfort and efficient performance?

A third essential for efficient office management is modern equipment. Adequate and good equipment, teamed with efficient secretaries, is necessary for proper handling of the volume of business in an extension office.

Most Ohio extension offices now have electric typewriters, electric mimeographs, and addressographs. Many have dictating machines, adding machines, letter folders and tape recorders. These and other labor-saving items increase efficiency.

Space and Location

Adequate space and proper location are becoming more important to an expanding staff and program. Many of our clientele form lasting impressions of extension personnel and program upon casual contact with the office. We cannot justify crowded, cluttered offices located in basements or other areas not easily accessible to the public.

Extension is big business in program, in numbers of people served, in finance, and in professional stature. We can afford only the most modern offices—with adequate space, accessible location, proper equipment, qualified staff, and a modern, effective office arrangement which promotes efficient procedures.

Manage Time to Save Time

by **STELLA MITCHELL**, *Federal Extension Service*

How can we manage time to save time? This is a challenging subject and I have no panacea. But let's do some stock-taking. Let's take a look at managerial principles and their application to available and potential resources.

We can start with the premise that our job is to sell ideas—ideas that are important, that are meaningful to people. To improve our ability to sell ideas, we should think about management of our resources.

"Management is deciding what we wish to achieve and which resources we shall use to achieve it," says the September 1959 issue of FORECAST FOR HOME ECONOMICS. "Management consists of a series of decisions making up the process of using resources to achieve goals."

In simple words, management is the reasoned, thoughtful way of using resources to get what we desire. It is a basic part of everything we do. It underlies all our activities.

Good management never aims solely at reaching the end of any job. Rather it aims at the motives, decisions, and resources used to finish it, the efficiency of their use, and the quality of the completed job.

Now, let's think about how we can better manage one of the most important resources—time.

Time is not guaranteed to serve us, but is made available to us. It is not given to us to spend but to invest.

Time has two dimensions—hours and energy. If we waste one, we waste the other. If we use one wisely, we enhance the value of the other.

But some things interfere with the way we use our time. We *procrastinate*—which is largely a matter of indecision. *Sometime* is often an interference. We *excuse our inactions* as to why we don't do certain things. And then we *regret* that our time was not used to best advantage.

Buy Time

Make Time

Since time and energy are twin commodities, we must understand the forms of energy before we can make intelligent use of our time. We all have physical, mental, and nervous energy. Conservation of nervous energy is one of the main keys to intelligent time use. And if we enjoy our work, we also have energy of the spirit.

Store Time

It is not easy to manage these forms of energy as we encounter many obstacles. *Frustration* may be decreased by turning to another task. *Irritation* we need to learn to ignore. *Impatience* wastes energy and can be avoided by keeping busy. *Worry* is the worst enemy because it is malignant—it grows and spreads and poisons all forms of our energy.

How can our time be used more efficiently? We *purchase time*—by telephone, mail, taxis, equipment, travel, and services. We *make time* when we save it through wise planning, short cuts, or especially efficient methods or procedures. Tag-ends of time—waiting for meals, trains, etc.—can serve us if we make preparation for their use.

And we can *store time*. Time is the most perishable commodity in the world, yet it is possible to store it. Taking notes, for example, is an easy and effective way of storing time.

The most common waste of mental energy, as well as of time, is aimless thinking while doing routine or mechanical tasks. Why not focus on some special problem while our hands are busy.

Our subconscious mind is a full-time servant. Much of the best brain work is done while hands are busy. Ideas are born. Solutions to problems

(See Save Time, page 76)

WHAT MAKES AN EFFICIENT OFFICE?

by MARVIN C. DOBBS, *Dunklin County Agent, Missouri*

OFFICE management is a broad subject. And its evaluation is difficult. Management is not static. It is always in the process of change. So there is no sure-fire formula for office efficiency.

Extension action is planned and organized in the county office. It is here that meetings are planned; news stories, radio and television programs, and visual aids are prepared; and demonstrations are developed.

Importance of Planning

An organized arrangement and timing of actions to accomplish a desired goal are characteristic of modern extension office management.

Planning will help develop the best way to accomplish a desired result, considering quality, speed, cost, and the effects. Accomplishment of most objectives depends on adequate planning.

In planning work, we must answer three simple questions. What are we doing? Do we really need to do it? Can we do it better another way?

A person with no special training can ask himself these questions. But the more he knows, the better will be his answers. Knowing how others have met problems often helps extension personnel adapt to particular work conditions.

Planning should take place before doing. Most individual and group efforts are made more effective by determining ahead of time what shall be done and where, when, how, and who shall do it.

Some goals are achieved with relatively little planning—they are left to chance. Others require definite efforts toward an objective. Achievement of an objective depends on the total contribution of each worker and depends on all working together.

Office Relations

Human relations in the county extension office are important. And as the number of workers increases, relationship problems also increase. Number of workers, however, is not the only factor affecting office relationships. Successful planning, organization, and execution of more extension programs require the close cooperation of several persons. It takes teamwork to make the extension program successful.

Other important factors are preparation of the budget, getting approval from administrative and appropriating bodies, and controlling expenditures. Employing and administering a clerical staff is also a factor. And there is the important job of maintaining good public opinion so people will be strong supporters of extension work. These things are functions of management.

One of the first jobs in bringing about better relationships is for each worker to know and understand his own as well as the joint responsibilities of his associates. The weekly office conference provides an opportunity for developing and maintaining this understanding.

Excellent management demands that all extension personnel work together in harmony, free from strains and serious friction. Each must pursue his own special task, but be conscious of the joint endeavor.

Blueprinting Jobs

For efficiency, each agent must know his responsibilities. Each agent should know his individual duties, the things on which all staff members should work together, what each agent can do in supporting another worker, and those things in which all agents have an interest, but which one person can carry out for the entire staff. This last job requires careful consideration. It includes such things as preparing, obtaining approval, and administering the county budget; and representing the county extension office on committees.

Weekly Conferences

The best way to reach these decisions and gain understanding is through the weekly office conference.

To bring about full understanding of the overall county program by all personnel, regular office conferences are essential. Here all staff members have an opportunity to clarify and explain duties and responsibilities, to plan work, and to strive for a better understanding and distribution of the workload.

Definite decisions should be reached on as many matters as possible. The weekly office conference will eliminate some of the "little" conferences during the week.

Conferences help keep the staff fully informed of each other's activities and how agents can render mutual assistance. It helps to coordinate the work so the program will be conducted on a unified and sound basis.

Preparation and management of the county extension budget is important. Financial needs of the extension office should be carefully considered at staff conferences. Then agreement can be reached on the recommendations for the finance committee and the appropriating body.

Summary of Factors

Office management is always in the process of change. Planning is needed to develop the best way to accomplish a desired result.

Teamwork is essential. And each agent must know his individual and joint responsibilities.

Regular office conferences are needed to coordinate the work in a unified effort. Careful preparation and good management of the county budget is essential.

As pointed out earlier, there is no formula for office efficiency. If there was, it certainly would include these factors.

by **FOWLER A. YOUNG**, *Clay County Agent, Missouri*

OUR secretary usually speaks first when office callers enter. Her cheery greeting, especially when she is able to include his name, denotes a warm and courteous welcome.

Just as important is the quick question that follows, May I help you? In doing so, she sets the tempo and takes command. Usually the caller answers by stating what he wants rather than who he wants to see. This enables the secretary to direct him to the proper staff member without question or embarrassment.

Office callers have learned to accept information as factual regardless of which staff member presents it. That's one phase of extension office efficiency.

Operation Lesson

Before Operation Lesson (explained later) 75 percent of the callers spoke first. Most of them said, "I want to see the county agent." And most of them were not satisfied with answers unless they came directly from the county agent or the home agent. That was not efficiency.

Our first real look at ourselves—staff and office efficiency wise—was a staff conference in January 1951. With our sponsoring group's facilities committee, we did a lot of what later became known as brainstorming. This was the forerunner of a series of sessions resulting in a 5-year plan for equipping ourselves and the office.

We dubbed these planning sessions Operation Lesson. The six letters L-E-S-S-O-N mean Let's Equip Staff, Start Operating Now!

Early Problems

Before Operation Lesson, the Clay County staff included a county agent, a home agent, an assistant county agent, and one underpaid, overworked secretary. Office facilities consisted of poorly arranged office space partially filled with hand-me-down furniture and equipment.

Our most difficult task was to sell ourselves on the idea that drastic changes must be made if we were to have an effective program. Our sponsoring group and other county leaders, as well as members of the County Court who later provided necessary money, were much easier to convince than ourselves once the plan was known.

The cost of the equipment in the plan amounted to several thousand dollars. It included a multitude of small items to be placed within the reach of each staff member. And it included such large items as storage cabinets, files, dictating equipment, addressograph, wide carriage typewriter, electric typewriter, fluorescent lighting, table slide viewer, master exhaust fan, series of reference books, tape recorder, folding machine, farm levels, public address system, electric mimeograph, and numerous pieces of equipment for use in conducting method demonstrations.

A few of these things, according to the plan, were to be purchased each year for a 5-year period. Priority was given to things needed most.

Plan for Financing

We were short on one thing—money. The plan for raising it, however, was included in minute detail.

Briefly, here was the money raising plan. It was followed and it worked. Every piece of equipment was purchased and put in operation on or before schedule.

1. Involve the sponsoring group plus a few outstanding leaders in the plan preparation.

2. Make it clear and keep it understood that the objectives are to serve more efficiently rather than to make it easier for the staff.

3. Let the sponsoring group and leaders carry the message to the proper authorities for appropriation of funds.

The 5-year plan in Clay County has never ended, even though it began 9 years ago. Each year it is revised and another year is added.

Many other important things have been added since the end of the first 5 years—three cameras, additional files, chairs and desks, completely equipped dark room, completely remodeled soil testing laboratory. Oh yes, this year air conditioning and an FM radio are being installed.

Do all these items pay? Do the people who pay the taxes appreciate and approve the change since Operation Lesson? Has the extension staff grown and do they appreciate the available facilities? And finally, has the county program improved and grown? The answer to all of these is yes.

Comparing the records of the 2 years just previous to Operation Lesson with the last 2 years, here are the results. Office calls increased 194 percent, telephone calls 357 percent. In spite of this increased activity in the office, farm and home visits by agents increased 136 percent. News stories published increased 206 percent, bulletins dis-

tributed increased 184 percent, and radio and television scripts increased 740 percent.

Leader training meetings increased 84 percent and attendance at these meetings increased 153 percent. All other meetings decreased 9 percent, but it's interesting to note that the attendance at the smaller number of meetings shows an increase of 69 percent.

Circular letters issued were up 61 percent, with the total number of copies up 98 percent. And the number of individual letters increased 521 percent.

This increased volume of the extension staff's effort does not reflect increase in practice adoption. But leaders in the county will tell you that it, too, has increased in comparative amounts.

It takes more than good equipment and adequate office space to make a county extension program click. Staff or office personnel management is probably more important.

Every person in our office is an important staff member and is regarded as such. Each person has a definite part in the county program—and knows what it is. Each knows to whom he is responsible. Clear and complete understanding on these matters is necessary if the entire staff is to work and go forward as a team.

On our staff, the county agent serves as the chairman. His number one job is to have a clear cut conception of his job and to see that all staff members, including the secretaries, are well informed on extension objectives.

In just a few seconds Home Agent Grace Wright can get out the portable sewing machine and demonstrate to a homemaker.

The agent handles administrative matters and gives special attention to public relations, public affairs, general news, and overall programing. He delegates responsibilities and then doesn't interfere.

The home agent takes the lead with the home economics program and shares a portion of the 4-H club program. One associate county agent takes the lead in the balanced farming program and a second associate agent takes the lead in the 4-H club program.

The two secretaries have the responsibility for secretarial and clerical work. All such work is channeled from the agents to the secretary in charge. Then she divides the work.

Staff conferences are a must. They enable all members to stay abreast of the overall county program and permit the exchange of ideas and help.

We also have a number of unwritten yet clearly defined rules. They include such things as agents keeping out of the files, each person lending a helping hand in an emergency, treating individual differences confidentially until resolved, and individuals discharging responsibility to reflect unity and sincerity of purpose for the county program as a whole.

Staff conference is a must in Clay County, Mo. Left to right are Mrs. Marie Hall, secretary; Stanley Hoit, associate county agent; Fowler A. Young, county agent; Jack West, associate county agent; Mrs. Grace Wright, home agent; and Mrs. Shirley Kinder, home agent trainee.

Lasting Impressions

Callers at an extension office today are influenced by the things they see, the things they hear, and the way they feel while there. They can't help but compare the visits they made in other places on that same day.

At every other stop—the bank, the attorney's office, drug store, and perhaps the restaurant—it was cool and comfortable, employees were neat, friendly, and courteous. They exhibited qualities of good salesmanship. Efficiency was in evidence everywhere. We want them to have the same reaction when they walk in the extension office.

Operation Lesson was an important series of sessions in Clay County. We learned and are still learning many lessons from it.

Meeting the Demands for Time

by MRS. CATHERINE VAN MARION, Conway
County Home Demonstration Agent, Arkansas

NEVER have there been more demands upon the extension worker's time—Farm and Home Development, rural community improvement, community 4-H clubs, special interest groups, urban interests, professional improvement. All these responsibilities make us concerned about whether we make the best use of our time. We must allot it carefully because we have such a wide range of activities.

If we're going to help farm families make management decisions, we have to learn to make some for ourselves, using all our resources and alternatives.

Just as the family approach works in carrying out the agricultural and home program in the county, it can apply in our own management. The weekly office conference for our entire county staff is an invaluable means of planning.

Work Agenda

Schedules of regular meetings, 4-H, home demonstration, farm organization, and rural community improvement are discussed and each of us notes these meetings and who will attend. For county 4-H meetings, rural community, and other joint meetings, we share responsibilities including contacting leaders who will assist. Working together and sharing jobs help to keep us all aware of the entire extension program and the goals we have.

The county agent, associate agent, and I rotate the radio programs weekly. Announcements of meetings are a regular part of these programs in addition to timely subject matter.

The associate county agent works primarily with Farm and Home Development families. To assist families with their problems, he frequently confers with the county and home agents on the families' progress.

Sometimes information can be given by sending a bulletin, writing a letter, or calling. But if a homemaker wants help in planning a kitchen, redecorating, refinishing furniture, making draperies, landscaping, or other similar problems, the home agent plans a visit. If the visit requires both agents, we find a time convenient for both and then contact the family to set the time. About one-fourth of the home agent's time is spent working with these families.

Routine Assignments

Our office secretary takes care of all office duties. To help her we plan ahead as far as possible for letters, mimeographing, orders for material, etc. At office conference we decide when letters should be mailed, mimeographed material should be ready, reports be prepared, etc.

As a receptionist, the secretary saves agents much time. She is courteous to all visitors and can help those that come in for a bulletin or information that doesn't require an agent's attention. When agents are out, she records office and phone calls and places them on the agent's desk. We can take care of requests easily this way.

When an agent leaves the office, he tells the secretary where he's going and when he expects to return. This helps her answer telephone and office calls as well as keeps us all informed on activities.

Bolstering Leaders

Leaders are an agent's right arm. A leader program is the strength of an organization for many reasons, but time spent in developing and training leaders in 4-H and home demonstration clubs pays off in multiples.

The eight community and two parochial school 4-H Clubs in Conway County each have two or more adult local leaders. A leaders' council assists in planning and carrying out county events. Quarterly training meetings help them with demonstrations, projects, records, and other phases of the 4-H program.

Leader-training meetings for the home demonstration leaders are held each month. In Conway County the subject matter information given is for the following month.

Various teaching methods are used such as method demonstrations, flip charts, flannelgraphs, discussions, questionnaires, and illustrated talks. Usually more is given at the leader meeting than they will use so that individual leaders can adapt the teaching to the needs and wants of their own communities.

Share Program

Leaders know they are entirely responsible for giving this information and that if the home agent is present she will contribute another part of the program. For instance, in February home management leaders discussed pots and pans—pointing out different designs and materials, their characteristics, and uses. The home agent attended 8 of 20 meetings and discussed different coffee makers, methods of brewing, designs, and materials.

County subject matter leaders assist the home agent in planning and conducting these meetings. Specialists give assistance in gathering information, planning ways of presenting it, and evaluation. Office conferences and correspondence with specialists can save time for both the agent and specialist. Of the 8 to 12 meetings held each year, a specialist or business home economist usually conducts one.

Do we make the best use of our time? I know most of us spend more than we should on some things and *(See Demands for Time, page 70)*

The author (center) looks over visual equipment which helps agents work their plans.

Plan the Work and Work the Plan

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

EXTENSION has changed and so has agriculture. And one noticeable change in Extension has been in planning and procedure in county offices. This work has grown along with all other phases of the extension program.

Thirty years ago the Butler County extension office had one county agent, one office secretary, and one home economics worker who served three counties. Whether those were the "good old days" may be beside the point but certainly the office then was a quiet place compared to now. At present our offices house four agricultural agents, two extension home economists, and three secretaries.

In the late '20's and early '30's our work consisted largely of community meetings and individual farm visits. Now, with rapid changes in agriculture and in urbanization of the county, the work has grown and methods for doing it have had to change. Countywide extension activities have multiplied along with the number of organizations we serve.

Now we rely more on mass media to reach our expanding audience. Increased use is made of newspapers, radio, and circular letters.

Competent office secretaries, devoted to serving people, have become indispensable to a successful program. Planned office procedure is vital. The secretary is a part of the year's program from its inception.

In December, she enters in a ledger the proposed meetings, demonstrations, and other organized work—both community and countywide. She sends out publicity, records results, and finally aids in the preparation of the annual report. Another member of the secretarial staff serves as receptionist, cuts stencils, and prepares news releases for mailing. The third does mimeographing, filing, addressographing, and general correspondence.

Our aim is to have the office operate efficiently with a minimum of direction. This frees the professional staff for other work. Incidentally, the ledger kept by the secretary and the posting sheets for tallying office and phone calls provide a rather complete record of our work for the year.

Each Monday morning agents and home economists meet to rough out the work for the week. Following this conference the office force is briefed on the week's schedule for all workers. This helps to assure that important matters will be carried out and a minimum of details will be overlooked.

Correspondence and news (with its deadline) get a preference but mail announcements of meetings also demand prompt attention.

Routine Equipment

It has taken years of careful budgeting and the full support of our county executive committee to accumulate the various pieces of equipment, including visuals, that are so important in our work.

One of our key equipment items is the electric typewriter. With it we can make clear and clean mimeographed material. It enables us also to make single runs of 14 legible copies of our twice-a-week news budget. These run to two full newspaper columns each and are prepared and mailed each Wednesday and Friday to 13 news outlets. One copy is kept in the office file. Three manual typewriters also see regular use.

An electric mimeograph is important with us also. An electric addressograph is on order to replace our hand operated one. Files of the news releases, circular letters, and schedules of previous years serve as news reminders.

Other equipment includes: a plate cutting machine, a 64-drawer plate cabinet, stencil cabinet, and mimeoscope used in preparing illustrations. An electric folding machine is another timesaver. An inexpensive dictating machine greatly reduces the time required for correspondence.

Other helpful equipment includes two tape recorders, two 4x5 press cameras, two 35 mm. cameras, a 16 mm. movie camera, three slide projectors, two 16 mm. sound projectors, a silent 16 mm. movie projector, three screens, and a dark room for use if time permits.

Many things contribute to efficient management of the county extension office. In Butler County, an important first step is to plan our work. Then, with good personnel and equipment, we work our plan.

Stretch Your Equipment Dollars

by J. L. AMSBAUGH, *Secretary and Leader, Business Operations, Ohio*

Do you have trouble stretching your budget for office equipment? Perhaps government surplus equipment can help solve your problem.

During the past 3 years, 57 Ohio counties have acquired Federal surplus property which was originally worth $60,000. The dollar outlay involved only a "transfer charge" of $3,720 or 6.2 percent of the original cost of the property to the Federal government.

The program in Ohio is administered by the State Agency for Property Utilization, a section of the State Department of Education.

To initiate the program for Extension, the author was appointed official representative. He transacts all business with the Department of Education pertaining to the transfer of property to the 88 county extension offices.

Purchasing Steps

Here are the procedures. The official representative requests a scheduled date (one day per month) and provides names of agents and counties (not to exceed 10 on any single date). Next he reports to the central warehouse in Columbus on the scheduled date and signs receipts for all property transferred. The official representative arranges for removal of items on day of selection, processes all required forms, maintains accurate inventory records by counties, and abides by regulations, agreements, and restrictions of the Department of Education.

To evaluate the program, a questionnaire was mailed to each county and the data analyzed in cooperation with our Office of Extension Research and Training. Replies were received from 76 of the 88 counties—an 86 percent response.

We wanted to determine: some factors relating to nonattendance, satisfaction with the program and procedures, items desired, and suggestions for improving the system.

Here are some of the reasons for nonattendance:

Distance to Columbus warehouse. (Up to 220 miles.)

Difficulty in transporting items. (A large truck is often required.)

Reports from others about poor condition of equipment don't justify the time involved. (Items offered range from obsolete to new equipment. A full day's time is involved.)

No items needed at this time. (We are glad to have this response. It indicates a well-equipped county office that should result in efficiency.)

Thirteen percent of the agents indicated they were very satisfied with the system and 47 percent said they were satisfied. Only 14 percent replied that they were not very satisfied and the other 26 percent did not respond.

Their comments included:

Didn't have what we needed day we attended.

Don't know how it could be improved.

Satisfied with what we acquired, but little available was of use to us.

Agents' preferences for items ranked as follows: office machines and furniture, 35 percent; office supplies, 18 percent; files, 17 percent; tools, 12 percent; and miscellaneous, 14 percent.

Ideas for Improvement

Suggestions for improving the system included:

Like to have more time for making selections. (Under current practices 2 hours are allowed for inspection and 3 hours for selection.)

Permit one agent to represent several counties. (All items are transferred on an "as is" basis and all acquisitions are final. It is unlikely that many agents would care to delegate responsibility for decisions to another agent.)

Show transfer charge of all items. (Now being done for most items.)

File requests for specific items and have stored for pick-up next selection date. (Items are moved in and out daily. A particular county is generally assigned not more than three dates annually. This idea is perhaps desirable but not feasible.)

Display items in more orderly fashion. (Much improvement has been made. Small items are in steel bins. Similar items are now grouped together in a large warehouse.)

Improve quality of items. (This is beyond the control of the State Agency for Property Utilization. They must accept all items declared surplus. On any given day the condition of typewriters might be poor while desks might be excellent. The following day the situation might be reversed.)

Give each agent an order blank and let him write his own. (This would result in confusion. The present mechanics of handling are systematic, accurate, accepted good business procedure, and highly satisfactory except from the viewpoint of an unusually impatient person.)

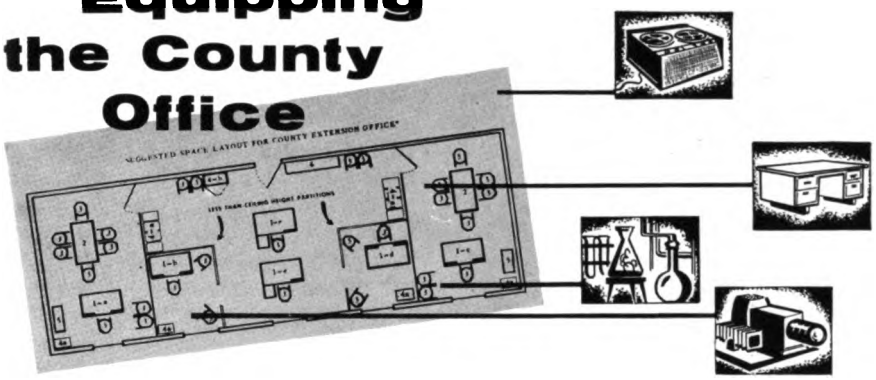
Favorable Reactions

The business and management aspects are handled satisfactorily. (Ohio receives and disburses all county funds through the State office. Thus, the transfer charge for surplus property is processed the same as all other county bills. Within a few days after selection, the writer provides each agent involved with a complete record of items acquired, unit transfer charge, and total transfer charge to be entered against his county funds. All but expendable items are added to the county inventory record maintained by the State office.)

The above involved about 1 day of the author's time, plus the day spent

(See Stretch Dollars, page 76)

Equipping the County Office



by ERNEST J. NESIUS, *Associate Director, Kentucky*

If you were starting a county extension office from scratch and had to equip it, what would you purchase? What priorities would you assign equipment items for this office?

If you were asked to equip the office with bare essentials, and then were asked to specify the optimum, what would you say? You might ask, "How would you define optimum?"

An oversimplified definition is an office equipped to make for maximum effectiveness of the time, energy, and knowledge of a county extension staff. Effectiveness would have to be judged by comparing efficiency in the use of time with effectiveness of accomplishment so that the supervisor, the county extension council, and local people all agree that the agents are operating in an optimum way. So it's a matter of judgment.

Needs vs Wants

Beyond the so-called optimum point, there are some kinds of equipment that would be desirable under certain circumstances—for example, rugs on the floor. Other items may bring comfort and pleasantness to the office but may or may not bring about a corresponding increase in effectiveness in carrying out the job.

For our county extension office, we will assume an average office with an average demand for assistance from the people in the county.

Any elaboration on items of equipment for the county extension office could bring about argument on many points. Knowing that we are on ground where difference of opinion will be marked, let's walk out on it.

Items to Consider

Let's assume four groupings for our office equipment. Let's call Group I the list of bare essentials for a county office where there is a county agent, a home agent, and a secretary. As the number of agents in a single office increases, the effect will be greater amounts rather than different kinds.

Group II is a list of highly desirable equipment that will add much to the efficiency and effectiveness of the county extension unit. Group III includes desirable items which can be justified where the program is of sufficient size. Group IV is items to meet special needs.

Left off the lists are such things as rugs, overstuffed furniture, and draperies. While these have some value under certain circumstances, there is some doubt that they add much to the general effectiveness of the extension unit.

Group I

Executive-type desks and chairs for agents
Secretary's desk and chair
Typewriter
2 side chairs for each agent's desk
3 to 4 filing cabinets with alphabetical guide cards
Telephone
Adequate lighting
Storage cabinets
Cupboards or closets
Mimeograph machine and stand
Electric fans
Waste basket for each desk
Bulletin display rack
Slide projector, screen
Costumer
Outside office sign
Desk organizer for each desk
Chalk board
Chart stand
Miscellaneous small equipment such as stapler, punch, pencil sharpener, dictionary, file boxes, ash trays, poster-making equipment, desk pens

Group II

Mimeoscope
Soils laboratory and equipment
Addressograph
Partitions for private offices
Adding machine
Conference table
Cameras—35 mm. and 1-minute print
Flannelboard
Flip chart
Name plates
Extension telephones
Additional files
Additional side chairs

Group III

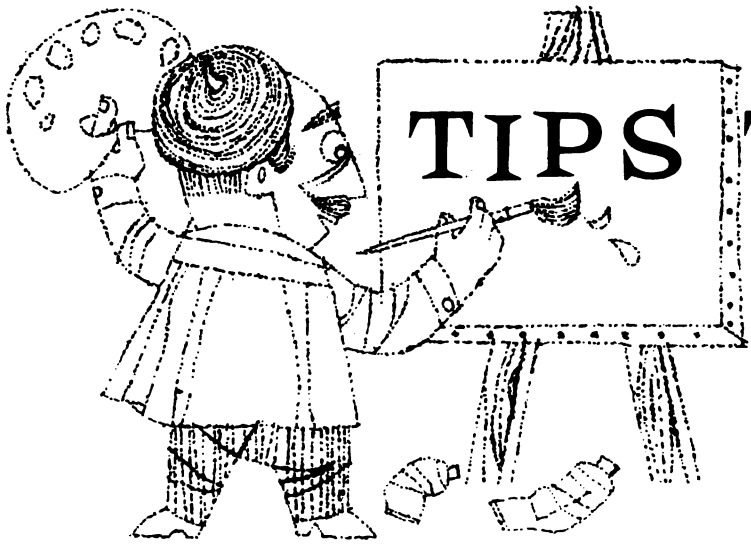
Tape recorder
Public address system
More folding chairs and folding tables
Motion picture projector (sound)
Overhead projector
Kitchen and equipment
Air conditioner

Group IV

Letter folder
Letter sealer
Intercom
Dictating equipment
Opaque projector
Record player

Every office should appear attractive and the equipment should be of uniform or matching materials. The office should have a pleasant and businesslike appearance to the visiting public.

The county office is the front office and reception room of the Cooperative Extension Service. The image it creates is one that all of us must wear. If the county extension agents are to be the county leaders, they will need offices and equipment that parallel the notion of leadership.



TIPS TO SAVI

APPLE BOX FILING

The apple box system of filing is popular in Madera County, Calif. The simple system was developed by Farm Advisor Ed Libra for use by individuals who don't usually keep records.

An empty apple box is used to keep four folders labeled income, expense, depreciation, and inventory. Receipts, sales slips, and other records are put in the folder during the year. This simple system has proved a good way of getting farmers started on a more complete recordkeeping system.

AUTOMATIC WEATHER SERVICE

Detailed daily weather information is an important need in the Mississippi Delta area. Tunica County, an important cotton producing county, has no radio station.

County Agent Hayes Farish and the board of supervisors solved the problem with a teletype machine, connected with the weather service at Stoneville. To relay the information to farmers, an automatic telephone answering device was installed. Weather forecasts are put on the automatic device three times daily and are available to farmers 24 hours a day.

MANAGEMENT SHORT CUTS

New Mexico Editor John White reports many time saving techniques by State and county workers.

One specialist travels in his private plane to speed up county visits. (He is reimbursed at automobile road mileage.). . . .The Chaves County office has an intercom system.... Several offices have large calendars showing all dates of the year at a glance. Meetings and other dates are marked in different colors.

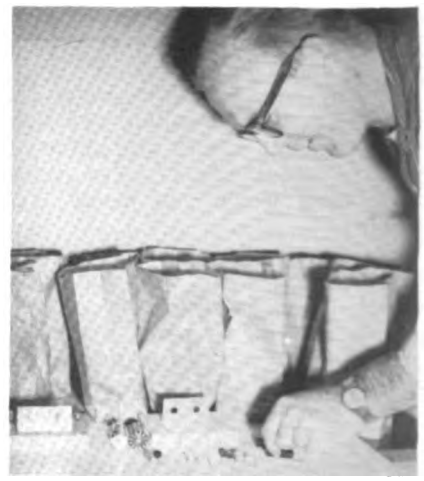
One county office uses an electric collator to assemble mimeographed materials....Other counties use collating racks for assembling several pages of material....Electric staplers are a time saver for stapling large quantities of materials.

PERSONAL TOUCH

Agent George Vapaa, Kent Co., Del., has a good technique for keeping key people informed on new ideas and trends. When George finds an article that he thinks local leaders should read, he clips it, pastes it on bond paper, types his own comments in the margin, runs it through a photostat machine, and sends it out to people he thinks would benefit. For example, he sends bankers articles on economic or farm policies.

TIME-SAVING PACKAGE

Dick Hoover, 4-H farm advisor in Fresno County, Calif., has developed a way of saving time at electric project leader training meetings. It can be adapted to other projects where several items are to be distributed at the meeting.



In the electric project, 24 tiny pieces of equipment are needed. Instead of passing these out one by one at the meetings, Hoover places the tiny parts in sacks before the meeting. This saves time and avoids loss of the small items.

EQUIPPED FOR ACTION

Agent Matthew Sexton, Choctaw County, Ala., carries his camera and tape recorder on every farm visit. He frequently obtains pictures for use by local dailies and weeklies.

Sexton also picks up interviews and meetings of interest to the local radio station. On-the-spot recordings have high listener interest.

TIME

HALL DISPLAY

Visitors to the Lyon County, Kans. extension office have to walk down a long, narrow hall. Agent R. Stanley Parsons decided to make use of the wall space.

Bulletin boards now hang on both sides of the hall, with publications grouped by subject matter. More than 300 bulletins can be displayed at one time. And bulletin distribution increased greatly, Parson reports, when the new system was installed.

BRANCH OFFICE

Farmers in southeast Tillman County, Okla., often didn't contact County Agent Laxton Malcolm about their problems. Distance to the county seat was one reason.

So Malcolm set up a branch office one day a week in that part of the county. A farmers cooperative offered free desk space and telephone privileges.

The local paper cooperates by announcing the new office service. When it's known in advance that the county agent can't be present on the scheduled day, the newspaper passes the word along to farmers.

DIRECT LINE BROADCAST

Agent Burton Olson, Benton County Minn., has a direct wire radio broadcast from his office at Foley to the St. Cloud station. He broadcasts a 5-minute program at noon, 5 days a week.

URBAN AND RURAL OFFICES

A downtown office and a second one in a rural town 15 miles away give maximum extension service to the people of Hinds County, Miss. County Agent Graham L. Hales and his secretary man an office near the center of Jackson, a city of 160,000.

Home Agent Mary Gardner, three men assistant agents, and an assistant home agent are located in a small town near the geographical center of the county. This is handy for farm people.

When his office was remodeled a couple years ago, Agent Hales put in a soundproof tape recording booth. This makes high quality recordings

possible, without outside interference. And farmers interviewed here are more at ease than in a commercial studio.

MAILING LIST KEY

In Kalkaska County, Mich., Agent Reuben Kaarre developed a key punch card system to keep his mailing list up to date. Rather than repeat the same name on several mailing lists, each farmer has one card. The card gives the address, description of property, farm enterprises, etc.

Each card is punched along the edge. If a name is desired on a certain mailing list, that hole is punched out. It takes only seconds to key out any mailing list desired. Changes are easily made by adding or removing cards.

TELEPHONE CONFERENCE

Iron County, Mich., community development study committee members and campus-based specialists recently held a successful telephone conference. Specialist Abe Snyder reports that the telephone company provides special equipment and rates for the time and money-saving conferences.

Michigan State University campus is nearly 500 miles from Iron County. Specialists drive up every 5 or 6 weeks for workshops with committee members. Between specialist visits, committee chairmen attend breakfast meetings which include the phone conference with campus consultants.

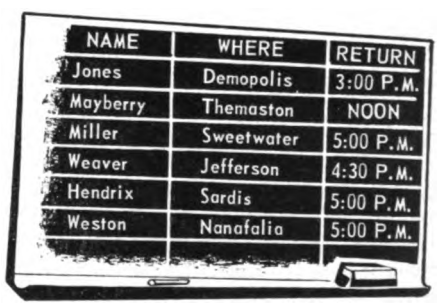
PLANT BULLETIN BOARD

In Oklahoma City, Okla., County Agent Harry James and his staff worked out an arrangement with a meat packing plant to distribute extension publications. In a few months, 2500 bulletins were distributed.

Publications were exhibited in the credit union lobby and those wanting copies had to request them. The exhibit board was changed frequently, to keep topics timely.

CHECK-OUT CHALKBOARD

Visitors to the Marengo County, Ala., office can learn immediately where an agent is and when he will return. A chalkboard hangs on the



wall near the door. When an agent goes out in the county, he writes down his destination and return time. Then he doesn't have to interrupt the secretary's work to leave word where he is going.

SOLVING STORAGE PROBLEMS

Storage is a problem in many county offices. In Barton County, Kans., Agent Paul Wilson and his staff have solved some of their storage problems.

Each agent has a steel bookcase with adjustable shelves. This keeps reference books within an arm's reach. And each agent has a desk filing drawer for personal reference material.

(See Time-Saving Tips, page 78)

Organized for Efficiency

by WILLIAM RUPP, *Kent County Extension Director, Michigan*

SEVERAL years ago the Kent County extension staff arrived at a point where we needed an overall review of management principles. Several new agents had been added to the staff. This called for additional secretarial help, an increase in budgets and supplies, and larger quarters.

The office is located in Grand Rapids, the second largest city in Michigan. Kent County has a population of about 300,000 but is one of the most important agricultural counties in the State. The major sources of farm income are dairying, crops, and tree fruit.

The extension office was located on the third floor of the Court House. This was inconvenient because of poor arrangement and no room for parking.

The office location was discussed with the county board of supervisors and they became interested in relocating the Extension Service away from downtown Grand Rapids. A building on the county hospital grounds (two miles from the business area) was vacated and remodeled. Fortunately, the building lent itself nicely to our needs.

Nothing happens by itself. Increased efficiency in office procedure, including the allocation of time and energies, means not only setting up a procedure, but constant follow-through to see that procedures are carried out. We studied secretarial workloads and analyzed secretarial requirements of each agent.

Division of Duties

After discussion with the agents and secretarial staff, we set up three sections. Departments established were: administrative and agriculture, 4-H Club work, and homemaking and consumer marketing.

Two secretaries were assigned to the agriculture and administrative department. One is the office manager, in charge of all secretaries. The county director and two agents in agriculture make up the administrative and agriculture section.

Two secretaries were assigned to the 4-H Club department, which has three agents. Two secretaries were assigned to the home economics department, which has two home agents and a consumer marketing agent.

Using the principle that there should be a clear-cut definition of responsibility and procedures, an office procedure manual was developed. This outlines extension policy; personnel information such as sick leave, vacation, medical care, merit program, and personnel rating; reception procedure for phone and office calls; mailing procedures; ordering supplies and publications; scheduling rooms and equipment; agents' responsibilities; and secretarial responsibilities. In addition, a job description is included for each secretarial position.

Secretarial Setup

The general office layout is grouped so that one secretary is always available to each department. Bulletins and files for each department are located in the vicinity of those agents' offices.

Each secretary and agent has a phone available and each agent has an individual office. We have four outside phone lines. Phones are used as intercoms within the office. All calls are relayed by a secretary in the administrative office. An intercom system is located beside the receptionist so that she can locate agents in the building but temporarily away from their desks.

Secretarial efficiency is increased by having adequate office equipment and machines. One room at the back of the building houses mimeoscope, mimeograph, addressograph, collator, electric stapler, and folding machines. This cuts down noise and confusion. The room is laid out so that there is a continuous sequence from mimeograph to folder. Two work tables, with wheels, are available to move folded mail back to secretaries' desks, where they can prepare envelopes for mailing.

Comparing Notes

Weekly office conferences of the nine extension staff members and the office manager are held. The office manager is the liaison between secretaries and professional staff. Secretarial conferences, held monthly by the office manager, are sometimes attended by the county director.

At both conferences, office procedures and efficiency are stressed. Agents are expected to program their work on a weekly (or longer) basis with their secretaries.

The office manager has the responsibility of seeing that all orders, requisitions, payrolls, vacation forms, monthly reports, and forms are completed on time.

The ultimate in efficiency will probably never be reached. But good personnel with clearly defined responsibilities and an adequately equipped physical layout have done much to improve the efficiency of our office. They have also made it a more desirable place to work.

DEMANDS FOR TIME

(From page 64)

not enough on others. I expect we'll always be striving to find the balance for the many activities we crowd into a day.

Office conferences, working cooperatively with other Extension Service personnel, and developing and training leaders are certainly not new "tricks of the trade." But they serve as a means of aiding agents in meeting the demands for their time.

As we meet changes in the extension program, we will probably find ourselves altering plans and the use of our time. Past experiences and the consequences of our time management can help us make management decisions. But I'm sure we'll find that professional improvement, travel, research surveys, inservice training, and evaluation are all going to equip us to do a better job of planning our work and working the plan.

A Good Filing System Saves Time

by C. T. HALL, *Johnson County Agricultural Agent, Kansas*

ATTENTION to detail has never been one of my virtues. Whenever possible, work that included any amount of detail was always delegated to others.

Filing was no exception. Whenever material needed to be filed, it was turned over to the secretary to decide where. She, of course, was expected to be able to find it.

This did not seem like too bad a system as it had worked in Johnson County for nearly 40 years. It worked because we never had anything better. There is an old cliche that reads, "One never misses what one has never had."

The filing system was rather simple. We had a file folder for every project or activity in the county. In this file we kept correspondence and reference material.

Each 6 months, the secretary would discard all correspondence 6 months old or over unless it referred to money or a controversial matter. The latter were always kept. This left the files in fair shape but it was time consuming.

I readily accepted when John Gant, FES office management specialist, and Paul Griffith, associate director in Kansas, offered to establish a uniform filing system in Johnson County. This was to be used as a demonstration for all Kansas agents. I knew it would be lots of work, but it would be a big change—all for the better.

County Agent Tom Hall uses his agricultural files.

One of the first steps was to decide what primary subject titles we would have. To do this, we had to go through our entire filing system and classify or discard each piece of material. This took 2 weeks.

Classifying Material

We found that we could break down the material into 43 main or primary subjects. These would vary in each county but here they are for Johnson County: Administration, Animal Husbandry, Association and Agencies, Awards, Boys and Girls Club Work, Clothing and Textiles, Committees, Communications, Consumer Information, Continuing Education, Crops and Soils, Dairy Husbandry, Engineering, Entomology, Events, Family Life, Farm Management, Foods and Nutrition, Forestry, Health, Home Crafts, Home Economics, Home Furnishings, Home Management, Horticulture, Landscaping, Laws and Legislation, Marketing, Plant Pathology, Poultry Husbandry, Programs of Work, Publications, Public Policy, Radio & Television, Recreation, Reports & Statistics, Rodent & Predator Control, Safety, Small Animals, Supplies & Equipment, Training-Teaching, Veterinary Medicine, Wildlife.

These primary subject titles were further broken down into secondary subject titles and also into tertiary (third place) divisions, where necessary.

Under the old system, reference material and correspondence were kept in the same file. Under the new system, a separate correspondence file was established. The same primary headings are used in both files.

Our next step was to prepare the file folders. Then we put the subject matter and correspondence material in their respective files.

Secretary Isabelle Hogan (left) and Home Agent Josephine Conley (right) check the secretarial and home economics files.

Uniform filing presented a few problems:

- You have to definitely schedule time to go through every bit of material in your office. This means that the county agent, home economics agent, associate or assistant agent, 4-H agent, and secretaries must participate. Everyone must know what is going on. Unless all agree wholeheartedly to go along, I doubt if a uniform filing system will work. Everybody must understand and use it 100 percent; otherwise, it will not be successful.
- You must decide, with guidance from the State office, what reference material should be filed in the agricultural agent's office, the assistant agent's office, the home economics agent's office, 4-H Club agent's office, and in the files designated for the secretaries. It is essential that agents do this as they must code all future material for filing.

In the Johnson County office, the agricultural reference file is in the county agent's office. The home economics file and the secretary's file are in the reception office, just

(See Good Filing, page 76)

Training Your Office Secretary

by **NEAL DRY**, *Assistant to the Director, Louisiana*

TODAY'S county office scretary could be classified aptly as the extension agent's assistant. In a modern county office, her role requires more than a sufficient knowledge of the basic skills of typing and shorthand.

Taking dictation, transcribing notes, and filing, as essential as they are, are by no means the most important functions of the extension secretary. She must act as a public relations agent, serve as office manager by coordinating assigned tasks, assume responsibility for time-consuming tasks which agents would otherwise perform, and must be alert to prevent and correct errors in correspondence and reports.

Develop Initiative

As she is not in direct contact with State office supervision and her immediate bosses are often in the field, she must learn to develop initiative. The county secretary who is allowed and encouraged to develop initiative is a more zealous and loyal subordinate.

In Louisiana, the extension program for clerical workers encourages each parish secretary to develop initiative. The program provides the secretary with a thorough knowledge of the extension organization, its objectives, functions, and finances.

Through this training, the secretary becomes acquainted with the director and the State office supervisors. She is briefed on the functions of the Experiment Station and its relation to Extension. The secretary is encouraged to feel that she is an integral part of Extension and that Extension is an employee-centered organization.

Her general proficiency in performing routine tasks is strengthened through a handbook containing information on forms to use, number of forms to be prepared, where these forms are sent, travel regulations, etc. The handbook also contains a copy of the State Civil Service regulations and a copy of the Federal pamphlet on penalty mail privileges.

Developing the secretary's attitude toward her work is a significant phase of training. Improvement in attitude can be accomplished by providing pleasant working conditions, creating a sense of job security, training the county agent and secretary to recognize their working interdependence, and acquainting the secretary with the policies and regulations of the organization. When aptitude and attitude are improved, the secretary will have satisfied the prerequisites for developing initiative.

Louisiana secretaries get first-hand instruction from J. E. Knight, assistant to the director, on how to fill out expense accounts and other forms.

Training Sessions

Three district training meetings were planned to achieve the overall objective of developing initiative. The entire parish staffs attended these 1-day meetings.

Two districts met on the University campus. This gave the secretaries an opportunity to visit the State office and learn the mode of operation.

Goals of the training sessions were to encourage the secretary to know, understand, and feel like a part of the organization; to acquaint the secretary with the State administrative staff; and to improve her knowledge of the basic operation of an extension office.

The agenda was planned around the following five major topics.

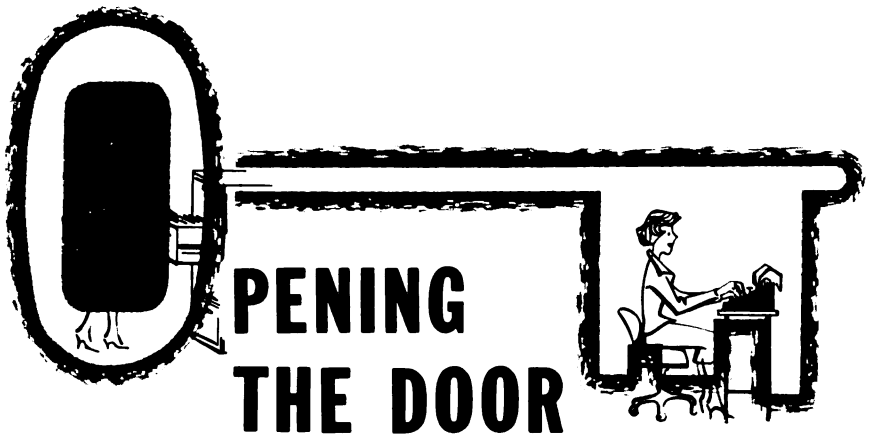
Meet the Director—The director discussed the vital role a secretary plays in the county office as a public relations agent as well as a clerical worker. He emphasized that her willingness to help others and her receptive attitude contribute materially to the success of the extension program.

The Extension Organization—The group was briefed on the history and philosophy of the Extension Service and the land-grant college system.

Handbook—The personnel director explained the contents of the handbook and how it could be used to best advantage. He also discussed office space management, filing, telephone courtesy, and public relations.

Know Your Business Office—The assistant to the director (finance)

(See Training, page 78)



OPENING THE DOOR TO SUCCESS

by **HAROLD E. CARLEY**, *Assistant 4-H Club Leader*, and **WALLACE E. WASHBON**, *Assistant State Leader of County Agricultural Agents, New York*

STAFF is an important word. In Bible times it meant a strong stick that gave the shepherd reliable *support*. Today the word "staff" indicates a group of people, with administrative or executive duties, who *support* the person in command. Your success as an extension agent, for example, may be largely dependent on the support you receive from your staff.

Behind nearly every outstanding extension agent is a capable, well-trained agent staff, supported by an efficient, conscientious secretarial staff. Even a good agent is almost helpless without the services of a good secretarial staff.

Important Role

A good secretary is one who is not only a capable office worker but an effective public relations representative for her employer. If the visitor is greeted in a tidy, pleasant-looking office by a cheerful, neat receptionist who sees that the purpose of his call is satisfied, an atmosphere of cooperativeness and good will is created. Even angry callers can be mollified by a tactful secretary.

On the other hand, if the office is disorderly and the secretary indifferent, the atmosphere suggests that visitors are not welcome. The obvious conclusion drawn by a visitor is that the office reflects the agent's personality and attitude toward his job.

Do the members of your county staff consider themselves public relations representatives? Have you ever expressed to them your expectation that to act in this capacity is an important part of their job? Have you ever made helpful suggestions or actually trained them in the techniques of meeting the public?

By increasing her knowledge of some subject-matter areas, an extension secretary can greatly enhance her value as an office assistant. If the secretary can provide a bulletin in answer to an inquiry and discuss how it can be used to solve the problem, there may be no need for the caller to see the agent. A secretarial staff that functions in this way is no accident. It is a result of the ability and interest of a secretary, coupled with training and delegation of responsibility by the agent, plus their mutual confidence.

Every agent must multiply his or her influence through others. An agent's secretary can expand his accomplishment by following her delegated tasks or responsibilities to completion. Many secretaries have become master reminders of matters that may later become important "problems" for agent attention.

Each assistant agent or secretary must be assigned specific responsibilities. These are best carried out if they are grouped homogeneously to avoid uncertainty and overlapping.

A county agent who learns how to delegate responsibility will increase his effectiveness. Effort spent in developing one's understanding of this phase of administrative work will pay big dividends.

One common difficulty encountered in delegating work is the seeming unreliability of an assistant to carry out the assignment. But the fault may lie in the agent's inability to let the assistant carry out an assignment on his own.

Continual close supervision and frequent repossession of authority is worse than no delegation at all. It merely frustrates the helper, weakens his initiative, and undermines his self-confidence.

Staff members should also be given sufficient authority to prevent their being handicapped in carrying out assignments.

Team Approach

The efficiency of an office staff is derived from the combined personalities of its members, as well as their talents, expectations, and satisfactions. The successful agent must use the abilities and expectations of each member of his agent and secretarial team to provide satisfaction for each.

The team concept has been used with success by many agents. Regular staff conferences, with agents and secretaries presenting ideas and plans for improved work methods and new projects, help form a better integrated unit. The team knows why certain changes are necessary, why priorities and deadlines are important. And vital to the success of a team is the county agent, for every team must have an accepted leader.

The difference between a secretarial position and a clerical one is mainly responsibility. A secretary is

(See Door to Success, page 74)

TRAIN AND RETAIN

by **MRS. CELESTE A. R. BENITEZ,**
Administrative Officer, Puerto Rico

How can we train our secretaries? How can we keep them after they are trained? These are two problems we face in Puerto Rico in developing a secretarial force.

Our answer to the problems is a continuous training program. And training leadership is provided by supervisors' secretaries.

The State extension office in Puerto Rico has 38 secretaries. Another 100 secretaries work in the 68 county offices. For supervisory purposes Puerto Rico is divided into 8 zones, each under the direction of a supervisor for county agents and a supervisor for home agents, with their secretaries.

Need for Training

One major problem in developing our secretarial staff is the difficulty of recruiting persons with sufficient education to handle the work in a county office. This situation is aggravated by the lack of good educational facilities or colleges in the smaller towns on the island. In the larger cities where there is a chance to get better stenographers, we must compete with better-paid positions in private industry.

In this situation, we keep a constant training program in operation to equip and retain secretaries.

Working conditions in the county offices are different than at the State office. So we follow a different system in training the two groups. This article deals only with the training of county secretaries and preparing them to assist county agents so that the latter may devote more time to their educational responsibilities.

Training in the county offices is done mainly by the supervisors' secretaries. They are trained in supervision of county secretaries. The supervisors' secretaries are brought periodically into the State office and are kept posted in the latest developments in office practice. And, during county visits, they observe good practices developed in certain offices and pass this information along to other counties.

When first appointed, the future county secretary is sent to the supervisor's office for 4 or 5 days training. She then reports to her county office. As soon as possible after that, the supervisor's secretary visits her and continues to visit her periodically.

Sometimes the new employee is sent to a pilot office for training. This is one where the secretary is an experienced employee who keeps her office up-to-date through the best methods and standards in office management.

In their visits to counties, supervisors' secretaries observe actual filing, watch secretaries interview callers, answer telephone calls, etc. One point specifically stressed is the importance of public relations and how the secretary can win good will. Proper care of equipment and what to do in emergency cases are also emphasized.

Extension agents often are present during these visits and get acquainted with the information given to their secretaries. In this way they are aware of what they can expect from secretaries.

Office Aids

Aside from this the secretary's work is simplified through the use of a uniform filing system, standardized forms for reporting, methods for better storage of publications and supplies, and devices for simplifying recordkeeping. A mimeographed table lists all forms, reports, and information to be sent from the county offices, dates for submittal, number of copies, and destination.

Secretaries are given what we call Carpeta de Informacion (Information Manual) containing the Guide for Extension Workers, letters establishing policies, the finance manual, mailing privilege regulations, and other printed information.

The county secretary is trained to answer telephone calls and visitors and refer them to the agent when necessary. Experienced workers can give callers non-technical information. Secretaries are instructed to read extension publications to keep up with information.

This is how we try to develop the county secretary into a useful assistant for the county agent, one on whom he can rely to take care of office matters. The girl can well become the right hand of her superior—an invaluable asset for a person with a heavy work load.

The Puerto Rico Extension Service has proposed a reorganization of its field staff next July. Then more than ever will a good secretary prove of real help to her boss, relieving him of office and other details and providing him with that extra time for his new assignments.

DOOR TO SUCCESS

(From page 73)

expected to assume responsibility if the agent will let her. But she cannot unless she has enough assistance to free her from the clerical duties.

When an office does not have an adequate secretarial staff, agents are required to do routine office work. This is obviously inefficient use of agents' time.

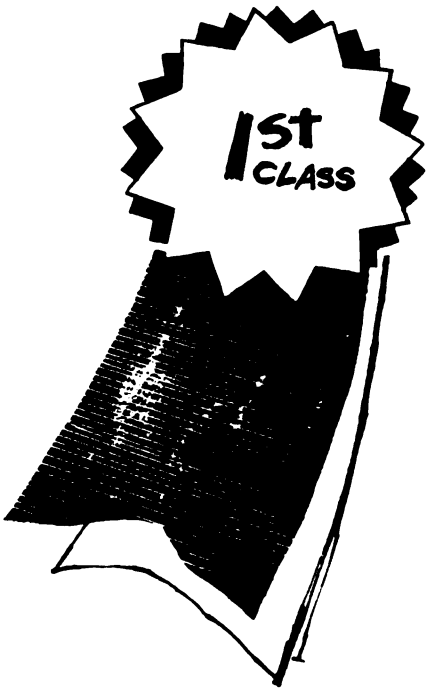
The time required to analyze the work involved in projects, activities, and events is well spent. Outlining what, when, where, and how work is to be done and who will do it saves time and avoids misunderstandings and duplication of effort. Written outlines of specific jobs are especially helpful when there is a change in personnel.

Few agents question the importance of a good secretarial staff. Good secretarial staffs are trained, should be carefully nurtured, and frequently praised.

How many months has it been since you complimented your secretary for a job well done, for her skillful handling of a difficult situation? How long since you asked her opinion on a decision that you must make or told her how important she is to you in your career?

Your staff is your key to success!

Training for service



by DANIEL C. PFANNSTIEL, *Assistant Director, and* MARY COTHRAN, *Assistant District Home Demonstration Agent, Texas*

SMOOTHER office operation and greater service to the citizens of their State. That's what Texas county agents and secretaries believe will result from their recent training in new and improved office management procedures.

The first steps toward this goal were taken when county personnel, secretaries, district agents, and headquarters staff participated in one of 43 subdistrict training meetings. All training was provided by the same team of instructors.

A special State committee on office management training established guidelines for the training. This committee recommended the personnel to be involved, subject matter to be taught, size of groups, and duration of the training sessions.

County extension workers previously had received occasional training in office procedures but their secretaries had not been included. The committee decided that secretaries should be trained at the same time as the county agents. This proved to be a real strength. The agents and secretaries, in each other's presence, were committed to a new and improved set of office procedure standards.

First, the committee members met informally with several groups of agents and secretaries to learn what they would like to gain from the training. These valuable suggestions were incorporated into the program.

One feeling prevailed: training of this nature often is concerned with generalities, leaving out specific application of the principles. County personnel asked for specific examples of office techniques and procedures and the specific approach was taken in developing the training program.

Filing Pointers

Filing and general office management were the two main considerations in this training. Filing training was based on the Uniform Filing Guide for County Extension Offices, developed at the State headquarters. Each participant received a copy of the guide and detailed instructions for establishing and operating the new office file classification system (a subject-numeric system). Subject-matter specialists contributed to the development of the guide by formulating the file outlines for their respective fields.

Each county was provided a set of filing materials, including prepared guide cards and guide card folders for each subject heading listed in the guide and extra materials for the local establishment of case files. These materials were furnished each extension office for immediate installation of a central file.

A reference source, The County Extension Office Handbook, was issued to each secretary in the training sessions. Each county office without a secretary also received a copy.

The handbook is divided into tab-indexed sections. One section gives a brief history of Texas extension work which is aimed at the orientation of new agents and secretaries. Another deals with public relations and its importance in serving the educational needs of office callers.

One section discusses the conduct of office conferences, arrangement of facilities, handling telephone and office callers, preparation of mailing lists, letter writing, punctuation, mimeographing, typing, personal appearance, office habits, publication display and storage, and other office matters. Still another section summarizes travel regulations and includes examples of travel forms properly prepared.

A section on reports contains examples of the correct preparation and submission of report forms. Procedures for requesting supplies and publications are discussed in other sections of the handbook.

The handbook is a loose-leaf book to which additions and changes can be made easily. Although it contains some historical and philosophical information, it emphasizes specific operational techniques.

The committee decided to limit the training sessions to 25 or 30 participants, thereby encouraging free discussion and questioning. Although there was much subject matter to be covered, the training sessions lasted only one day each.

Followup Planned

Response to this total training program has been enthusiastic. A common expression is that this type of training was long overdue and that it should be continued. So the State committee is planning followup training, including a procedure for instructing all new personnel in office management.

Here's how Director John E. Hutchison summarizes the results of this program: "This training has done more to increase the overall efficiency and effectiveness of Texas extension personnel in providing first-class educational services to the people we serve than any other single effort we have ever undertaken."

GOOD FILING

(From page 71)

outside the home economics agent's office. The 4-H file is in the club agent's office.

The secretary's file contains all correspondence by subject matter and also reference material relative to Administration, Association & Agencies, Awards, Committees, Communications, Continuing Education, Laws & Legislation, Programs of Work, Publications (lists), Radio & Television, Reports & Statistics, Safety, Supplies & Equipment, and Training & Teaching.

Noted Improvements

This new filing system has improved our office in many ways.

It has increased our sense of security. No longer do we look and wonder where we have filed something. Each agent in the office codes his own material and correspondence and the secretaries file it according to code. No longer can the secretary be blamed for misplaced material.

We have more satisfied callers. When someone calls and the agent is out, everyone in the office knows exactly where the reference material is and can get it.

It saves time because everything is indexed in a file classification manual. Copies of the manual are kept by each agent and secretary.

All obsolete material is discarded instead of filed. In going through our old filing system, nearly half the material on hand was discarded.

Duplications are eliminated in the file. This means less filing space as only up-to-date information is kept. When new research material is received, the old is discarded.

We have used this filing system for a year and are looking forward to more improvement in the years to come.

In any good filing system, there are about three main steps that must be followed. Each agent must read and classify all material pertaining to his phase of the work. All material must be coded and indexed in the classification manual. This sounds like a time-consuming chore but it takes less time than hunting for something you can't find. All coded material must be properly filed. If it is not coded, don't file it—burn it.

We all resist change. But if the change is for the better, I say try it. I firmly believe that a uniform filing system would be a great improvement in any extension office.

SAVE TIME

(From page 60)

suggest themselves. Plans germinate. This is the subconscious mind working at its best.

Another time concept which should be woven into our time-use philosophy is selection in the use of our time. We need to work out a practical, personal pattern of living.

It is not always the work we do that tires us. Sometimes it is the work we do not get done. If we cultivate better use of our personal qualities, we will eliminate the hangover of some of our unfinished tasks.

Flexibility Helps

Ability to adjust to change is a resource frequently used interchangeably with time and money.

An attitude of wanting to make changes makes a big difference. Are we self-satisfied? Will a change help? We need to develop initiative to try new ideas.

Knowledge is the resource which makes thinking pay. Knowing sources of help and how to make use of them is as important as the factual knowledge we possess.

You can increase the value of your time and your energy by expanding your interests, developing your potential abilities, and increasing your knowledge. Each of us has what might be termed "gold mines" within us in the form of undeveloped skills and abilities. When you feel that you are running short on time and energy, try investing some in the development of these too often "undeveloped" resources.

Decisions made by extension workers have far-reaching results. Time, energy, and other personal resources, as well as public resources, are the threads by which the fabric of our teaching is woven. The use we make of them will determine our daily living and working pattern.

As extension workers, we must always be mindful of the fact that we are teachers and leaders by precept as well as by example. Our real value is determined by what we know, how well we know it, and how effective we are in our human relations and teaching.

The greatest aim of Extension is to "develop human beings." This is the essence of that challenge to us that keeps urging and inspiring us to bigger achievements.

STRETCH DOLLARS

(From page 66)

at the warehouse each month. Is it worth the time and effort? Yes, if it meets the needs and desires of the county staff.

To be impartial and unbiased, suppose we refer again to the questionnaire responses. For past and anticipated attendance, note the frequency of attendance: once, 34 percent; twice, 33 percent; three times, 20 percent; four times, 9 percent; and five times, 2 percent.

Since participation is optional, the 57 agents that have taken this opportunity must be reasonably well pleased.

Do you plan to continue attendance if the opportunity is provided? To this question 72 percent replied yes, 17 percent said no, and 11 percent didn't respond.

Director Wilbur B. Wood says, "The cooperation and relationships with the State Agency for Property Utilization have been excellent. An examination of the results of the study made with Ohio agents indicates clearly general acceptance of this program. With this acceptance, plans are now made for a continuation of the program. Extension Service in Ohio has benefited by this program."

Walter G. Rhoten, Chief, Ohio State Agency for Property Utilization says, "State extension staffs interested in developing a cooperative program to acquire Federal surplus property for county extension offices should discuss the matter with the chief administrative officer of the land-grant colleges."

Facts at Your Fingertips

by P. H. DeHART, *Assistant Director, Virginia*

EXTENSION administrators in Virginia believe that every staff member can satisfactorily interpret rules, regulations, and policy statements, and will cheerfully abide by them if fully informed. They have placed this responsibility upon individual employees and have found that handbooks save a lot of detailed work.

Pioneer workers understood the Smith-Lever law, the memoranda of understanding, and relationships with fellow workers because they grew up with them. They developed administrative policies and philosophies through experience. Many of these policies were never written. They were handed down through association.

Need Recognized

This vocal system worked well during the first 25 years because additions to the staff were few and the turnover was small. However, in recent years many additions have been made to the staff and the turnover has been more rapid.

Now there is a need for reference material on the laws, regulations, and policies for staff members to use in keeping themselves informed. To meet this need, Virginia has developed an Administrative Handbook.

The entire staff was given an opportunity to participate in the preparation of the handbook. A committee representing the administrative and supervisory staff assembled all of the important written and unwritten laws, rules, memoranda of understanding, and policies.

Then they developed a handbook outline which was reviewed by administrators, supervisors, and representative specialists and county agents. Each section of the final outline was assigned to the best qualified member of the staff for preparation.

A preliminary copy of the handbook was sent to all members of the staff with a request that they review it and submit suggested changes. After 1 year's use in preliminary form, the handbook was revised slightly, printed, and distributed to the staff.

The handbook has since been revised to include more detailed information in certain sections and other changes are likely to be made in the future. Revision does not present any serious problem because the handbook is of loose-leaf design.

It is difficult to tell how much the handbook aids office management because it contributes not only to efficient procedure but also to personnel management through better understanding. A single source for important operating procedures reduces confusion, creates confidence, and saves time. It has resulted in at least 75 percent reduction in correspondence in certain areas of operation.

In addition, answering questions or furnishing instructions by referring to a section in the handbook saves time. This is particularly true when the answer would require a one or two-page letter and the inquiry can be satisfactorily answered by a notation, "See Section X of the Handbook."

Idea Adapted

Secretaries at headquarters, with the approval of the Director, formed an organization to bring about a better understanding of the duties, responsibilities, and established procedures for secretaries. Newly employed secretaries were inexperienced with penalty privilege, preparation of travel expense vouchers, monthly reports, where and how to get supplies, and many other procedures. Secretaries with longer tenure also felt a need for some type of handbook similar to the Administrative Handbook but prepared to meet the needs of secretaries.

The desirability for such a handbook was presented to the Director and approval was granted. The chair-

(See Fingertip Facts, page 78)

Virginia's Administrative Handbook answers extension staff questions on policies, procedures, and regulations.

Handbook for Extension Secretaries puts clerical work procedures clearly and concisely at the fingertips.

TIME-SAVING TIPS

(From page 69)

To store slides, they secured a steel filing cabinet which holds 1800 slides. Slides are grouped by subject matter and kept current.

For storage of TV poster material, a special cabinet was built with large and small drawers for various size posters. Materials used for making posters is kept in the same cabinet.

RADIO-EQUIPPED CARS

Phillips County, Ark., extension agents are installing two-way radio in their cars. Phillips, a Delta County bordered by the Mississippi River, extends more than 100 miles from northern to southern borders. Two-way radio will increase agents' effectiveness, especially during the busy summer season.

Agents are keeping a record of every message. These will be evaluated to reflect time and mileage saved and other benefits.

SERVICE COUNTER

An entrance counter is a time saver in the Calhoun County, Mich. extension office. The clerical staff often can serve visitors without disturbing the agent. If the visitor wants to discuss a problem with an agent, of course he is invited into the agent's office.

The counter also is a handy place to receive and record soil samples. And the inevitable "soil siftings" are confined to one area rather than distributed on several desks.

County Director Burrell Henry says the counter also causes the public to pause by their bulletin display. Visitors profitably utilize their waiting time and this in turn increases bulletin distribution.

UTILIZING SPACE

Are you using the space above your filing cabinets? Alameda County, Calif. advisors are. They built a wooden frame to hold magazines at a convenient slope, with a shelf above for often-used books. This dual-purpose rack, they report, is both useful and attractive.

POSTER AID

Need a large poster? New Mexico's staff artist uses an opaque projector to blow up smaller drawings. She projects the drawings to the size wanted, then traces them on poster paper.

FINGERTIP FACTS

(From page 77)

man of the secretaries organization appointed a handbook committee.

Their first step was to prepare an outline which was sent to all secretaries with a request that they make suggestions for changes or additions. The committee summarized the suggestions and prepared a final outline. Again various sections were assigned to the best qualified persons on the staff for preparation. The administrative staff, auditors, and others helped supply information.

The preliminary handbook was sent to all secretaries in the State office and to selected secretaries in the county offices for review and suggestions. These suggestions were summarized and, where feasible, incorporated into the final copy of the handbook. It was then printed and distributed to all secretaries.

Timesaver

The handbook, well-received by secretaries, has proved to be a valuable part of each secretary's office. She has at her fingertips a clear, concise manual of working procedures. It is a timesaver in that it eliminates asking her supervisors many questions. Because it brings a lot of information together in one place, it eliminates many steps to the files.

This publication has been and will continue to be valuable to all secretaries and particularly the newly employed. It will enable them to carry out their duties in a much more efficient manner with a far shorter training period.

Both handbooks, because of their information and loose-leaf style, will be useful for many years. They are valuable for speeding up routine jobs and for guiding new workers in extension policies or philosophies.

TRAINING

(From page 72)

discussed expense accounts, annual and sick leave regulations, hospitalization insurance, and other business office procedures. He answered questions from the group as the meeting progressed.

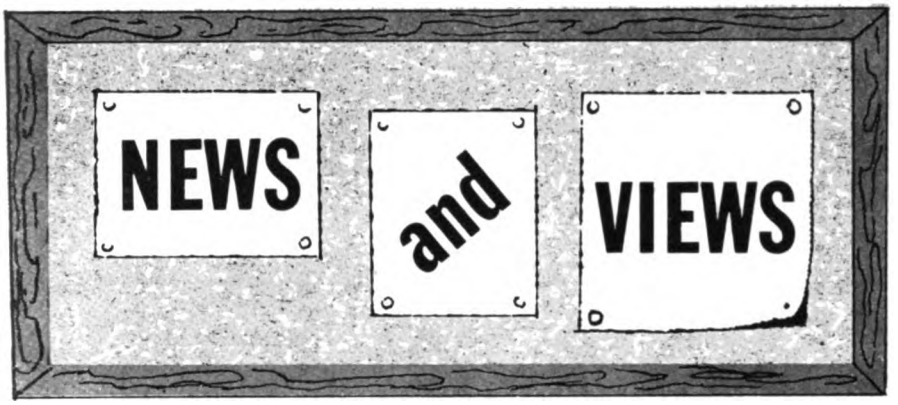
Extension Programs—The district agents concluded the program by discussing parish programs and the secretary's role in carrying them out. Specific administrative matters needing attention in their respective districts were also discussed.

Continuing Aids

A followup study revealed that the handbook has been of definite value both to new and experienced secretaries. With the aid of a comprehensive reference on office forms and regulations, the secretary improved her general proficiency.

Although the secretary receives extensive training in form and policy, she must be given assistance in planning and organization of office responsibilities. This is done by the agent. The staff's attitudes, mode of operation, and work assignments are vital to development of the secretary's work attitudes and habits.

Good office relations can only be effected when the staff recognizes that the secretary-agent relationship is a "give and take" program requiring cooperation, planning, and organization.



Worldwide Extension Meetings Scheduled

Two international meetings of interest to extension workers are planned this summer in Wageningen, The Netherlands.

Methods and Program Planning in Agricultural and Home Economics Extension will be discussed at the first meeting July 5 through 29. The agenda will feature talks on program planning, effectiveness of various media, written and visual communications, lay leadership, youth work, evaluation, and related topics.

A meeting on Organization and Methods of Plant Protection is scheduled August 1 through 26.

Further information on both meetings may be obtained from The Director, International Agricultural Center, 1 General Foulkesweg, Wageningen, The Netherlands.

Book Reviews

INSECTS—HUNTERS AND TRAPPERS and STRANGE PLANTS AND THEIR WAYS by R. E. Hutchins. Published by Rand, McNally & Co., New York City. 96 pp. each. Illus.

These two books on insects and plants should strengthen the 4-H entomology project. The 120 photographic reproductions are excellent, and the stories are interestingly written.

The book, Insects—Hunters and Trappers, reveals the habits of such insects as the doodle bug, firefly, assassin bugs, tiger beetles, praying mantes, and wasps, as well as the beetles and bugs of the water world.

The second book illustrates how pitcher plants, Venus-flytraps, lady's slippers, and sundew plants trap and devour insects, why the jumping bean jumps, also how orchids, molds, lichens, mistletoe, and dodder live. The mystery of pollination and how plant seeds are spread by nature are portrayed.

The last chapter of each book relates to hints for young naturalists. —*M. P. Jones, Federal Extension Service.*

DAIRY CATTLE JUDGING AND SELECTION by William W. Yapp. Published by John Wiley and Sons, Inc., New York City. 324 pp. Illus.

Dr. Yapp says—"this cow may be said to have two sides: a physical and a functional. The two are interrelated, and they should be studied together. To neglect either is to fail to reach a full understanding of the animal and her complete role in the conduct of the dairy industry."

The author maintains that since less than 10 percent of the dairy cows have been tested for their production ability, most cows must be judged on physical conformation.

The book offers a broad and inclusive treatment of the physical characteristics of dairy cattle. Special emphasis is given to the functional relationship between dairy form and milk yield. Dr. Yapp includes a refreshing discussion on the qualities that characterize a good judge and what he calls creative judging and handling difficult judging situations.

Other aspects of purebred dairy cattle production covered include herd classification, junior projects, and fitting and exhibiting dairy cattle.—*Richard E. Burleson, Federal Extension Service.*

Michigan State Plans Summer Institute

Michigan State University announces a special Summer Institute for extension workers, June 21 through July 28.

Credit for courses taken at this Institute may be applied toward advanced degrees.

Three term credits may be earned in the class on Program Development, Implementation, and Evaluation in the Cooperative Extension Service. A course in Research and Special Studies in Cooperative Extension Work is also featured.

Additional courses available include: Contemporary Communities, Soil Fertility and Fertilizers, Sociology of Education, Modern American Society, Rural Electrification, Principles of Public Relations, Patterns of Food Selection, Agricultural Marketing, Rural Sociology, Agricultural Policy, Land Economics, Persuasive Speaking, and Family Finance.

For more information write Dr. George H. Axinn, Institute for Extension Personnel Development, Michigan State University, East Lansing, Mich.

Monthly Revisions in Publications Inventory

The following new titles should be added to the Annual Inventory List of USDA Popular Publications. Bulletins that have been replaced should be discarded. Bulk supplies of publications may be obtained under the procedures set up by your publication distribution officer.

F 684 Squab Raising—*Revision 1960*

F 767 Goose Raising—*Slight Revision 1960*

G 64 Subterranean Termites—Their Prevention and Control in Buildings —*New (Replaces F 1911 and the part of F 1993 regarding Termite Control)*

L 455 The Pickleworm—*How to Control it on Cucumber, Squash, Cantaloupe, etc.—New*

L 462 The Bollworm—How to Control It—*New*

L 464 Strawberry Clover—A Legume for the West—*New*

Plan Ahead for Good Office Layout

by PHILIP E. BLOOM, *Kittitas County Agent, Washington*

THE best way to plan an office layout in a new building is to approach it systematically. That's what we did before moving into new offices 3 years ago.

The planning should be done by the entire extension staff that will be using the facilities. And it should be closely coordinated with the architect and the board of county commissioners.

The first step is to assemble all facts available on such items as number of office calls, meetings held, number of square feet occupied in present offices, and an estimated number of square feet needed. This information will help materially when applying for space in the new building.

From this basic data, the architect and the commissioners can consider your request for space.

When the allocation of area in the building is made, office layout planning can start in earnest.

As a second step in the planning process, the staff should take inventory of resources available for their use. Then they should list their needs and what they desire to have included in the new office layout.

Office Plans

The items listed by the Kittitas County staff were:

- A reception room, with a counter, bulletin display board and cabinet for bulletin storage, desk for the receptionist, and space for all office files.
- A mimeograph room with a desk for a second stenographer. This room would contain all necessary office and mimeograph supplies. The stenographer in this room would not be distracted by office or telephone calls.
- Individual offices for each agent.
- A general meeting room to accommodate the majority of meetings conducted by extension and farm groups.
- A demonstration kitchen to be used in conjunction with the general meeting room.
- A radio recording room for use by extension and farm groups.
- A small room to store visual aids and other equipment.

Check and Recheck

Following agreement among the staff as to office needs, a general layout of arrangements was developed with the architect. Considerable planning went into the layout so that it would be of greatest efficiency.

When the extension staff met with the architect the second time, the plans were reviewed and changes requested. This meeting with the architect was the most important as any major changes had to be made at this time.

The architect accepted the staff-suggested layout practically as developed. He stated that the extension group had more basic information available and knew their requirements better than any other department requesting space in the new building.

Cooperate on Ideas

The third step is to follow the actual construction closely. Through the cooperation of the contractor, architect, and county commissioners, two or three minor changes were made during the actual construction of the building. This is not advised, however, and is much easier to accomplish if done prior to approval of the building plan.

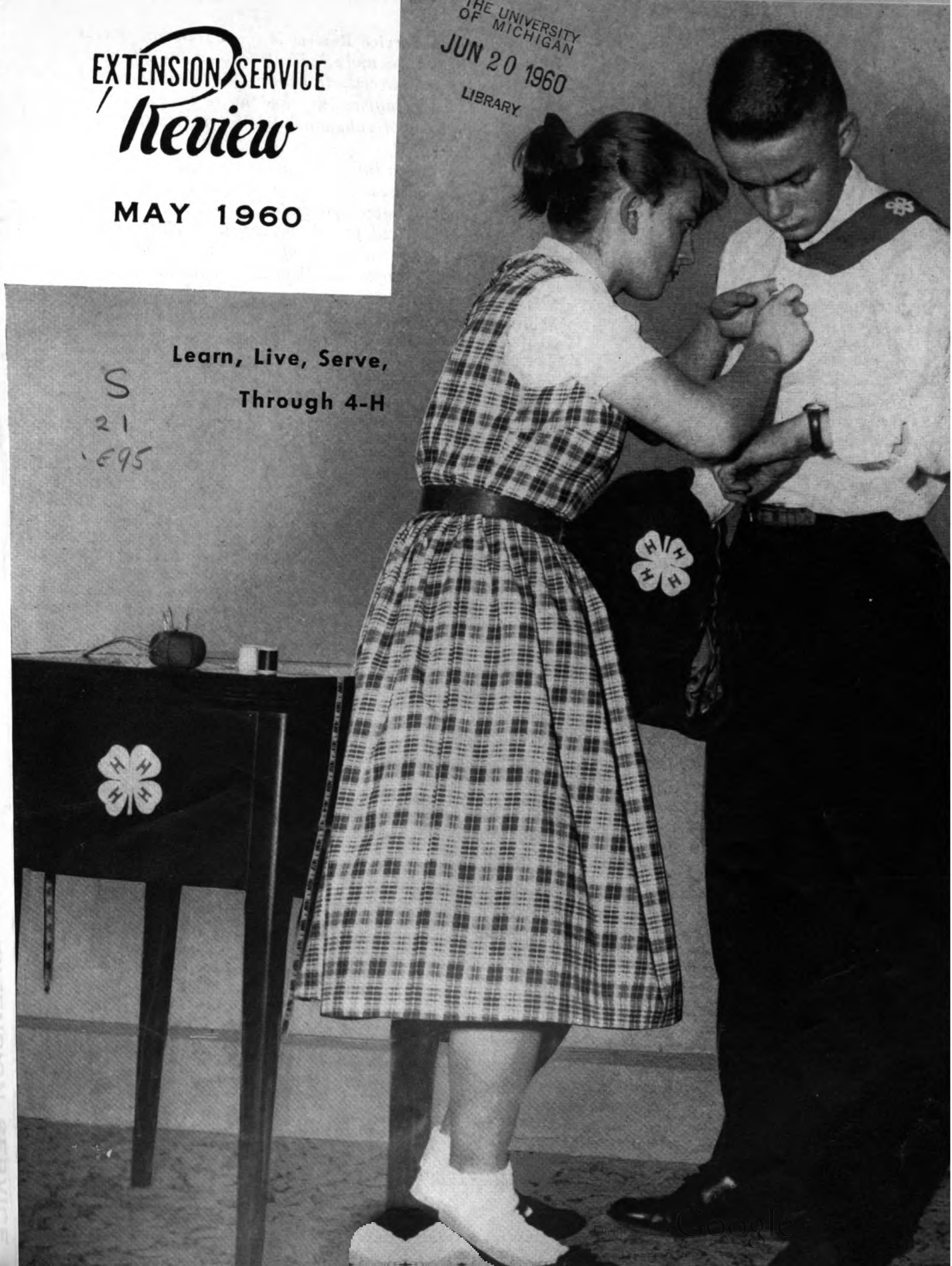
With good basic facts available on the operation of an extension office, it was not difficult to secure favorable consideration of what the extension staff considered necessary.

The need for planning with the architect cannot be emphasized too much. To secure what a staff desires in a new office layout, the cooperation of the architect is essential. And he must understand the function and needs of the extension staff.

Our county extension office plan represents the efforts of the staff, the county commissioners, and the architect. After 3 years of occupying the quarters, everyone is well satisfied with the arrangement.

EXTENSION SERVICE Review

MAY 1960



Learn, Live, Serve,
Through 4-H

EXTENSION SERVICE Review

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

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

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

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In This Issue

EAR TO THE GROUND

A lot of things are happening in 4-H—new projects, new methods, expanding interest in new areas. Why are these things happening?

Many people, including authors in this issue, say that 4-H is "adjusting to change." This is true. Adjustments are being made to try to keep up with the rapidly changing world in which we live.

But I think there's an even more significant reason for many of the new things that are happening. We in extension are taking a deeper look at our activities. As we do, we realize that our programs and projects must be geared to the needs and interests of people we serve. In other words, we're giving our audience what they want—not what we think they ought to have.

This is an approach, of course, used by every successful businessman. He gives his customers what they want and need.

Everyone knows there isn't a big market for refrigerators among the Eskimoes. By the same token, you can't sell a program for 10-year-olds to 17- and 18-year-olds. In fact, an Eskimo might be more interested in a refrigerator than an 18-year-old would in an activity aimed at 10-year-olds.

This business of giving your audience what they want is something we've always known in extension. But we haven't always practiced it. Maybe we're a little like the farmer who was asked why he didn't try to learn things to help him operate more efficiently. "Shucks," he replied, "I ain't farming half as good as I know how now."

Perhaps this farmer was too busy with his everyday chores to stop and take a look at how he could improve his methods. Maybe that's what has happened to some extension workers, too. Programs have expanded so rapidly that we haven't had time to analyze ways we could improve.

Now many extension workers are taking time to do this. And they're coming up with new approaches, new projects, new teaching tools. In Michigan, for example, they took a close look at their 4-H program. Then they developed a new approach, called the multiphase, based on the needs and interests of youth at different age levels. Similar things taking place in many States are reported in this issue.

Yes, a lot of things are happening in 4-H. And the net result is a better, stronger extension youth program.—EHR

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Administrator Ferguson visits with six 4-H'ers who gave "Report to the Nation" during 1960 National 4-H Club Week. In Washington, 4-H members visited White House and met Congressmen, government officials, and other national leaders. Delegates are, left to right: Steve Parks, Tennessee; Janet Long, Michigan; Bowen Akers, Indiana; Janet Cavender, West Virginia; Rebecca Anne Parker, North Carolina; and Richard Juhl, Colorado.

4-H TODAY AND TOMORROW

by C. M. FERGUSON, *Administrator, Federal Extension Service*

EDUCATION today is racing to cope with the demands of an age that was just a dream a short time ago. This decade we're beginning is brand new in more than a calendar sense.

We are entering a New World. It is a world that speaks a new language —artificial satellite, launching pad, count down, radioisotope, plant growth regulator, broiler industry, suburbia, freeway, jet airfield, consumer acceptance, status seeker, electronics, pushbutton farming, recreation industry, career exploration, atomic power, closed circuit TV, eye-level oven, weather control, baby-sitter, communication, audience, motivation and built-in maid service.

In this bright new decade, 4-H enters this challenge: Learn-Live-Serve Through 4-H.

Since its inception more than 50 years ago, 4-H club work has been a pacesetter in American life. The 4-H idea of "learning-by-doing" has proven its worth and soundness not only here but in many other lands as well.

Building on this basic idea, 4-H is now on the way to more fully incorporating another concept in its programs. This is the "why" aspect of science, well underlined in the report of the conference on More-Science-in-4-H-Programs. It merits your careful study.

Many Adjustments

Emphasis on the science aspects of 4-H club work is, of course, only part of the picture. Equally vigorous steps are being taken to keep all 4-H goals and programs abreast of the changing times. In order to view 4-H club work in proper perspective, there are basic reference points to keep in mind.

• Farming and ranching are only a part of American agriculture. Agriculture today is a giant industry that provides employment for 25 million persons. Seven million workers are on the land and another seven million provide a host of "in-puts," ranging from agricultural chemicals to power, which support the farm plant. Another 11 million workers transport, process, package, and sell the products of our farms.

• The continuing advance in farm production efficiency has made it possible for fewer farm people to more than meet the needs of our rising population and export markets.

• This dramatic change in American agriculture, along with the equally massive adjustments taking place, has a direct bearing on 4-H work. Not more than 15 of every 100 youth growing up on farms today will find their careers in farm ownership or management. In sharp contrast, there is expanding opportunity for careers, both professional and vocational, in the other two main segments of agriculture.

• The merging of our rural and urban economy is bringing the values of 4-H club training and experience to increasing numbers of boys and girls. It is estimated that a third of the Nation's 62 million children live in rural areas.

• Forty-four percent of the children under 18 years of age now live in seven States.

Modern Charter

In the light of all these changes it is evident that none of us can take a "business as usual" attitude. The Cooperative Extension Service is taking vigorous steps to advance its educational stature. In the Scope Report, and in A Guide to Extension Programs for the Future, Extension's modern charter is outlined and documented.

There is one sentence in the Guide that I hope becomes part of the thinking of every extension worker. "The future of any society depends on how well it prepares its young people to make the decisions and carry the responsibilties of mature citizenship."

We need constantly to ask if we are really doing our utmost to help each 4-H member make sound decisions. Arė we encouraging them to

(See Today and Tomorrow, page 103)

Adapting to Needs and Interests of Youth

by **AMALIE VASOLD**, *Assistant State 4-H Club Leader,*
and **WILLIAM TEDRICK**, *Program Specialist, 4-H, Michigan*

How well do our 4-H projects and activities meet the needs and interests of different age members?

We often take the attitude that 10-year-olds join 4-H to learn to sew, cook, raise a dairy calf, or raise a vegetable garden. Then we have them grow a 100-square-foot garden the first year, a 200-square-foot garden the second year, and on and on. Size is not necessarily related to what the members learn.

Knowledge of child growth and development will help us to answer questions like these: Why do 10-year-old boys and girls want to join a 4-H club? After 1 or 2 years, why do boys and girls drop out of 4-H club work? Why is teenage enrollment so low?

Analyzed Program

From a study of enrollment and reenrollment patterns of 4-H club members, the Michigan multiphase program was born. We found, as many others have, that our program violated the generally accepted educational principle that developmental tasks should increase in difficulty as the participating member matures.

Our 4-H program did not fully reflect the fact that psychological characteristics and needs of later adolescence are qulte different from those of early teen-age. And we realize that our 4-H program was more adapted to the younger group.

This new understanding presented some alternative plans. We could continue a 4-H program designed primarily for the 10-12 age group. Or we might study the situation further and try to decide exactly what it was about the program that the 10, 11, and 12-year-olds liked. Then perhaps we could develop a program that would be equally inviting to the 12 to 14-year-olds and on through high school graduation.

We did the latter. And a graded program called "multiphase" is Michigan's answer to this problem.

When we began to think about ways to develop the multiphase approach, three well-defined steps became apparent. We would need to: (1) determine the age groups and specify their characteristics, (2) adapt educational tools to fit these age groups, and (3) launch a training program to help leaders and agents understand the basic reasons for the changes.

Age Groups Decided

State 4-H staff members, county extension agents, specialists, and outside resource people studied the available research on child dvelopment and behavior. Their findings were studied in relation to the needs (both physical and mental), interests, abilities, and general behavioral patterns of boys and girls between the ages of 10 and 20.

Age groups adopted were 10-12, 12-14, 14 through high school graduation, and 18 and over.

The overlapping age groups provide for flexibility in the program. They permit programing to a wider range of needs and interest among individuals.

How and Why

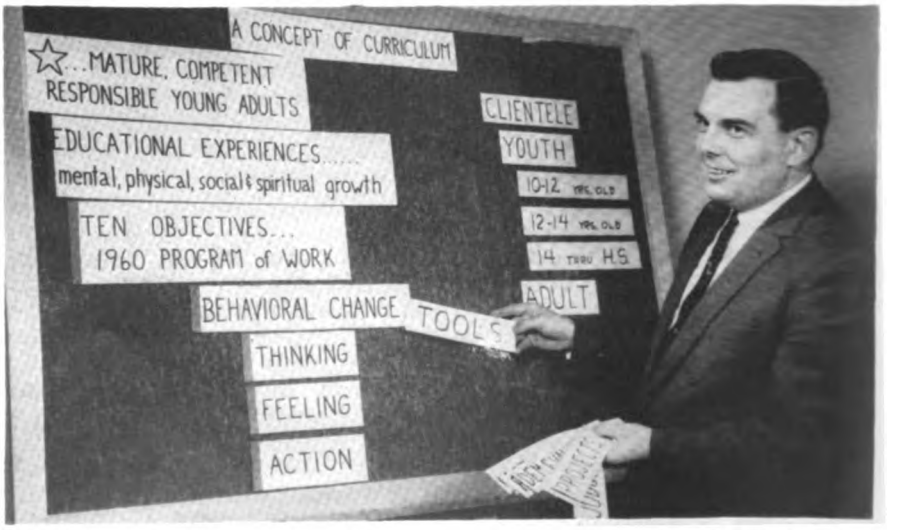
For example, project work for the 10 to 12 year old group carries individual projects that are heavily "how to do it" oriented. For the 12 to 14 year old group, the "why" is added and some emphasis is given management and marketing. At this age level, members also begin to take part in group activities.

From 14 years old through high school graduation, "what would happen if . . ." is added to the how and why. Emphasis is given management and marketing and members participate in co-educational activities.

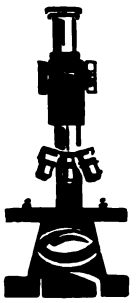
Similar developmental stages have been incorporated for demonstrations, judging, group action, community service, personal contact, evaluation and other activities.

It was determined that special pro-

(See Adapting to Needs, page 96)



Multiphase program is explained at agent training meeting by Dr. Russell Mawby, Assistant Director of Extension for 4-H Club Programs.



A CLOSE LOOK AT OUR PROGRAM

by RALPH KITTLE, *Brooke County Agent, West Virginia*

WHY aren't we getting desired results in return for the amount of time spent in carrying out a 4-H club program? This is one question partially answered by an evaluation of our county 4-H program.

Time to develop new ideas and activities necessary to enrich a 4-H club program has been at a premium. Our evaluation is incomplete at this time but it points to leadership training as one of the weak links in the program chain.

We further suspect that too many different activities might have some bearing on how well we do each program. More intensive basic training for leaders might be part of the answer to release time for new ideas and activities to enrich the program.

During the 1959 Winter 4-H Conference, State Girls' Club Leader Mildred Fizer presented a proposed 4-H evaluation plan. We weren't satisfied with the results of our county 4-H club program and asked for her assistance in developing a formal evaluation.

In November 1959, the extension staff from Brooke and Nicholas Counties met with Mary Frances Lyle and Mylo Downey of the Federal Extension Service, our State 4-H club staff, extension supervisors, and Dr. Leonard Sizer of the Sociology Department of West Virginia University. Here we carefully adjusted a proposed national evaluation outline to the West Virginia 4-H program. This would obtain the desired information for evaluation of our 4-H program.

Study Outline

The program was divided into several phases for study purposes.

- *Project Work*—projects carried by 4-H club members, project requirements, and completion of projects.
- *Local Club Program — Annual Program Planning* — regular club meetings, club meeting program, planning the local club meeting, participation in meetings and other local club activities, holding local club activities, planning local 4-H activities, participating in local club activities, and evaluating the local 4-H club program.
- *Adult Assistance* (Average pattern for past 3 years)—local 4-H club leaders, leader-training program, and other adult assistance.
- *4-H Age Population*—percentage of eligible boys and girls, coverage, and re-enrollment.
- *County Program*
- *Out of County Activities and Events*
- *Keeping the Public Informed*

A benchmark was established in each division with room for short and long-time goals. These goals will be determined by the program needs.

Methods Combined

Many methods and devices were used in getting facts and information. A questionnaire was developed to get basic facts on each club. The club agent interviewed each club leader, gathering facts and information to establish the benchmark. These in turn were used to set up goals for the evaluation.

Together we decided the participation and determined the goals in each phase of the program. Club records, enrollment cards, club reports, and a school census were valuable in agent estimation.

Other facts were uncovered and challenges placed before us as we discussed some of the tentative conclusions. How will we meet these challenges? What is going to be our attitude toward them?

What's Ahead

We found that in the next few years our potential 4-H club enrollment will be increasing. Every boy or girl is within a reasonable distance of an organized club, yet we have only 15 percent of the potential enrolled at present.

There is a feeling of accomplishment, as long as you continue to grow in number or the quality of your program. How can we continue to grow, both in numbers and qual-

(See Close Look, page 98)

Youth Plan Their Future

by G. A. LINEWEAVER, *4-H Leader*, and GLENN HOLMES, *Vocational Education Specialist, Iowa*

EXTENSION programs in career exploration follow a variety of patterns in Iowa counties. But one thread common to most is their cooperative effort with other groups. The most successful programs are those in which all agencies are working together.

A career exploration workshop in Des Moines County, for example, was attended by representatives of school administrators, guidance counselors, churches, organized labor, employment service, chamber of commerce, Boy Scouts, and Extension. It served as a springboard for creating greater awareness and understanding of the needs of young people in choosing a vocation. In this county, 542 4-H members in 37 clubs are participating in the career exploration program.

Team Effort

In cooperation with other groups, West Pottawattamie County extension agents conducted a series of five meetings for young people interested in career exploration. The programs included information on the current farm situation, self analysis, nonfarm job opportunities, opportunities in jobs requiring college training, opportunities in jobs requiring less than a college degree, interviewing for a job, and business tours.

The teams that conducted career exporation programs for service clubs in Monona County included the president of the county board of education, the county superintendent of schools, a high school guidance counselor, an attorney who is chairman of county career day, a local 4-H leader, and the county extension staff.

Most of these activities resulted from a career exploration workshop sponsored by the Iowa Extension Service in December 1959. Delegates from seven counties had chosen career exploration as a special 4-H activity. Each county was invited to bring 6-10 persons who were interested in or working with different aspects of career exploration.

The first part of the workshop featured presentations by resource persons representing the State Department of Public Instruction, Iowa Employment Security Agency, AFL-CIO, Iowa Council of Churches, YWCA, and Iowa State University.

In the second part of the program, local situations were discussed and preliminary plans made by county groups. Counties were encouraged to experiment in their approach.

Serve as Catalyst

State extension workers suggested that the county staffs invite representatives of the many interests to the workshop. Representatives of other State agencies and organizations were invited to assist with the workshop. In both cases, it was made clear that extension was serving only as a temporary energizer. We feel that as soon as the career program gets underway, Extension should become just one of the cooperating groups.

This philosophy is not new to extension workers. In 1959, the Role of Extension in Career Exploration was discussed with county workers at district conferences. In this presentation, the importance of all groups coordinating their efforts was stressed.

A set of objectives for a career exploration program was presented. Background for the objectives were studies which show that a relatively high percentage of young people lack information and guidance to most effectively choose their life work. And they lack awareness of the need to continue education to best fit them for jobs they might like.

Studies also indicate that parents play a major role in the decisions by young people as to the careers they choose (or do not choose) and the amount of education or training they get before seeking employment. Often parents are not aware of their influence in these decisions. The informal relationship extension has with many families provides a favorable climate for creating awareness, arousing interest, supplying information, and motivating action in career exploration.

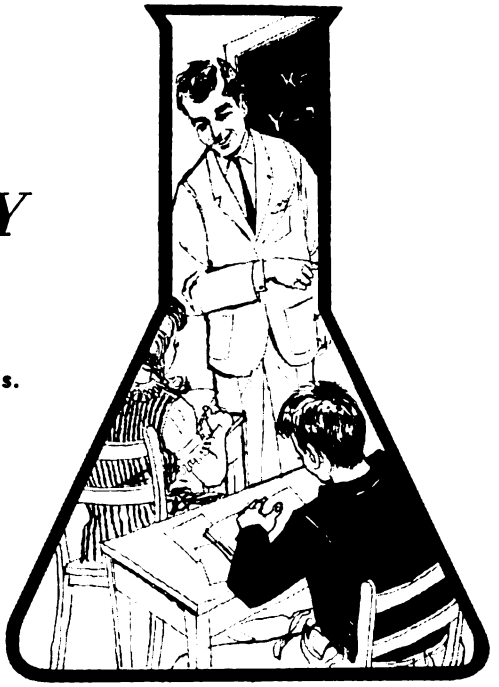
Glenn Holmes, vocational specialist, explains career exploration at high school assemblies, career days.

(See Plan the Future, page 103)

Iowa 4-H boys, with aid of local leaders, fill out worksheets on job analysis in relation to interests and goals.

Teach How and TEACH WHY

by **MERLE L. HOWES**, *Head, 4-H and Youth Programs, Mass.*



ONE reason that 4-H maintains strong appeal to young people and volunteer leaders is the constant effort to keep the program modern. The thought of science as a new dimension gives us another opportunity to make 4-H a living and real educational force in the lives of young people.

Looking back to earlier 4-H work, we see home economics and agricultural projects designed for the farm girl and boy. This work was evaluated on the degree of expansion. The boy with the dairy project was encouraged to start building his herd; the girl to learn the techniques of sewing, food preparation, and other skills relating to rural life.

The present situation suggests that we reconsider some earlier practices in 4-H. We must recognize that a small percentage of the boys enrolled in agricultural projects will be making their living from farm production. Limited land area, zoning and related economic factors make it difficult to expand the 4-H project into a farming business.

The educational level and interest of the family has changed. This means that Extension clientele has a greater variety of interests, values, and potentials.

If you agree that these factors influence our thinking about current agriculture projects in 4-H, let's consider the opportunity that these projects hold for developing an interest in science.

Exploring the Area

At a conference last fall sponsored jointly by Extension and the National Science Foundation, considerable thought and discussion centered on Science in 4-H. Meeting at Michigan State University, extension workers and scientists came together:

1. To explore ways of expanding the understanding and appreciation of science in the present 4-H program.

2. To consider additional scientific areas that could be added to the 4-H program.

3. To point the way for a design of 4-H program features that will interest and motivate qualified youth to prepare for careers in science.

4. To help 4-H members become more intimately acquainted with the principles of science that affect their everyday living.

5. To recommend next steps for Extension to follow to improve its science teaching.

Raymond D. Larson, Chief, Manpower Branch, U. S. Department of Labor, told the group, "The educational attainment of the new labor force entrants is important because of the changing occupational distribution of employment. The greatest increase in employment during the 1960 decade will be in occupations requiring the most education and training—the fastest growth will occur among engineers, scientists, and technicians.

Workshop groups reported:

- Take present projects of 4-H program and introduce the "why" in addition to the present "how" content.
- 4-H as a part of the Cooperative Extension Service has traditionally emphasized the development of skills through the project procedure in the fields of agriculture and home economics. As we consider science emphasis and content in 4-H, we need to build into our methods opportunities for more creative thinking and experimentation.
- Boys and girls can be shown the way of thinking through a problem using the scientific method, rather than given a definite answer to a problem.
- It appears that the Extension, resident teaching, and research staff should cooperate in planning and writing 4-H bulletins with emphasis on science.

Dr. Watson Davis, Director of Science Service, said: "4-H must continue the unique contribution that it has made through projects related to agricultural production and homemaking. But the determination to give major attention to science and technology by encouraging its members to ask 'why' as well as learn 'how' will be a historic decision."

Dr. Paul Miller, Provost, Michigan State University, said: "One of the things Extension should be doing is anticipating the needs of society." Opportunities for further development of this idea are:

Recruitment of different and specialized leadership. Our communities are filled with specialists—in addition to the resources of the land grant college. This trend to more specialized workers is likely to continue. Their special talents will give an impetus and challenge to the 4-H program.

A way to serve the member who shows little interest in the how-to-do

(See Teach Why, page 100)

Another Project to Develop Youth

by FRANCIS R. CALDERWOOD,
Cuyahoga County Extension Agent, 4-H, Ohio

Fairfield County, Conn. leader looks on as member teaches commands to her project animal.

WHY can't we have a dog project in 4-H? Even 'city kids' have dogs.

Parents repeated the question first asked by 4-H members. It was asked again by a panel of junior leaders on television. They wanted to learn more about dogs—how to care for and control them.

The Cuyahoga County 4-H Council studied this request. They reviewed Extension purposes, listed the values of club work, and answered these important questions: What is a project? How does it meet 4-H objectives? What does it do for the boy or girl?

Urban Influence

We have asked these and similar questions many times in our urban county. More than 1.5 million people live in the 30 cities and several fast-growing suburbs that make up Cuyahoga County.

Farms have been swallowed up by massive housing developments. Zoning against animals is popular. Ask people about 4-H and they shake their heads, "Never heard of it."

Our 4-H people have met this situation with understanding, imagination, and leadership.

Capable leadership has been responsible for the success of urban 4-H projects originated in this county, including such topics as lawn care, small engines, herb gardening, and radio. Skilled citizens of the county now are volunteering to help with proposed projects such as tropical fish, advanced electronics, weather, and marketing.

Leadership in developing a dog project came from Loy Green, a 4-H parent and professional dog obedience instructor. He was interested in young people and aware of the values of 4-H.

In May 1958, using project material prepared by Mr. Green and the author, four boys and nine girls started on the first dog care and training project. They held weekly meetings and put on the first 4-H dog show at the county fair.

In 1959 we had two clubs: Mr. Green's and the "Seven Hills Woof and Barks." Three boys and 34 girls started and completed the project, aided by nine adult advisors.

Members in this project attend meetings and take part in county activities like other 4-H members. They give at least one demonstration before their local club on such topics as how to groom and care for dogs, handle a dog, and fit a dog for showing.

The boys and girls have demonstrated to clubs for the aged, children's homes, service clubs, PTA's, sportsmen shows and other 4-H clubs. They also appear on television and have been invited to show their dogs at a major league baseball game.

Veterinarians meet with each club to explain how to keep dogs healthy. Lawyers help members to understand laws affecting their dogs.

Control Exercises

Youngsters learn to use "correction and praise." Correction is accomplished with the leash and a commanding voice; praise by a pleasant voice and a pat. Control over the dog is established in "control" exercises. 4-H training is adapted from the American Kennel Club descrip-

(See Dog Project, page 100)

4-H members receive training for showing of projects.

Opportunities Unlimited in an Urban County

by MRS. DOROTHY P. FLINT, *Nassau County 4-H Club Agent, New York*

NASSAU County is a youth community today. Families are young, elementary schools are crowded, new high schools are being built, and colleges established or enlarged.

Nassau, which lies just outside of New York City, has been called the fastest growing county in the United States. The population jumped from 672,000 in 1950 to 1.6 million today. And it's expected to climb to 3.7 million by 1970 and 6.3 million by 1980.

Developing People

Most people have small homes and small yards. Grass probably is the biggest crop. But the development of people into wholesome individuals and good citizens with high standards of living is our main concern.

As the county has grown, extension has expanded its programs and changed techniques so we can continue to serve all the people. This open door policy is valuable in program development and in getting local support.

We have 18 agents—7 4-H agents, 6 agricultural agents, and 5 home demonstration agents. Ten part-time local leaders help 4-H and home demonstration agents with organization and leader training. The 4-H department has a central office, two branch offices, two leader training centers, and a camp.

The stability and progress of a 4-H program in an urban area rests in community 4-H councils. These parent-leaders get training for community leadership as well as for 4-H through their council activities. Because of the continual shifts in population—families moving in and out of the area—these leaders need to be continually oriented in extension philosophy, programs, and techniques.

These community councils develop and carry on the local 4-H activities, assisted by a team of two professional 4-H workers. The councils help put on officers workshops, practice demonstration days, and community achievement days. They plan leadership training and suggest community service activities. They are, in fact, the key to the local 4-H effort.

We feel that 4-H can offer a continuing educational experience through junior high school and into senior high school. But membership must start early if this continuing experience is to be effective. So our membership pattern works out to 4 years in elementary, 3 years in junior high, and 3 years in senior high school. And long term membership is only possible if parents and teachers understand the values.

Activities with Appeal

Leadership development, community service, group work, and project skills are all useful to the teenager who lives with a crowded schedule. Junior leadership is especially interesting to older youth.

As one phase of junior leadership, these teenagers organized clubs of younger brothers and sisters. Parents and 4-H alumni felt that 8- and 9-year-olds were ready for group experiences and could carry on parts of 4-H projects.

This pre-4-H group, called the Clover Buds, is sponsored by the community leaders councils and the county leaders federation. Leaders and agents guide the program.

(See Opportunities, page 102)

Power lawn mower project appeals to teenage boys in Nassau County, where biggest crop is grass.

More than 12,000 boys and girls participate in bicycle safety project, conducted through schools.

4-H camp offers many opportunities to develop leadership.

Camping—Leadership Ladder

by J. T. ROGERS, and G. H. BAKER,
District 4-H Club Agents, South Carolina

WHAT does a camping program mean to 4-H boys and girls? What is involved in its operation?

Perhaps these questions can best be answered by asking another. Who have been your district, State, and National 4-H winners during the past 25 years? You will probably find that they have been the campers—4-H members who have attended and participated actively in camp.

Gradual Growth

Camping is considered an important 4-H activity by all extension workers, who encourage boys and girls to attend. Camping is also the most satisfying activity from the member's standpoint. Its value to the member lies in training and developing leadership qualities. Members who reach the top in 4-H work are usually those who played a leadership role in camp.

How does this "ladder to leadership" work? It doesn't happen by accident.

Early in the club member's 4-H experience, agents are able to detect potential leaders. After boys and girls attend camp for 2 or 3 years, agents give them increasing responsibility. Conducting vesper services, assisting in demonstrations, and organizing and leading recreational events are part of the pattern in leadership development.

In addition to the value in terms of their personal development, having members assuming leadership at camp also takes a big workload from the agents. It gives agents more time for educational leadership.

Attendance at 4-H Camp and other State and National events provides many leadership opportunities for 4-H boys and girls. Observing their own county agents, leaders, and others discharging leadership responsibilities inspires 4-H members to want to become leaders.

Outstanding members attend camp many times during their 4-H club career. After they have attended camp a few times, the younger ones begin to observe the leadership roles of older club members.

Recognition of the leadership of these older club members by camp directors impresses younger members with the importance and value of helping others. They begin to accept with pride small leadership responsibilities. And soon they are reaching for progressively larger and more responsible leadership.

Our agents, leaders, and camp staff members are constantly on the alert to provide leadership opportunities at camp for as many boys and girls as possible. We keep leadership assignments in line with the campers' abilities and experience.

Just as important as developing leadership is the training given campers in the importance of being a good follower. They should be trained early to respect authority and appreciate the value of experience gained over the years by older 4-H members and adult leaders.

Extension workers and 4-H leaders in South Carolina plan a camp program with goals for "full" development. Equal value is placed on spiritual, social, mental, and physical development of the boys and girls. County agents and specialists take part in the planning, with the program varied from year to year.

Campers are divided into junior and senior groups on the day of arrival. This makes possible instruction and recreation on an age basis and group interest. Recreational events, for example, are conducted for different age levels. County agents, leaders, and staff members marvel at the sportsmanship shown by the boys and girls.

Location Values

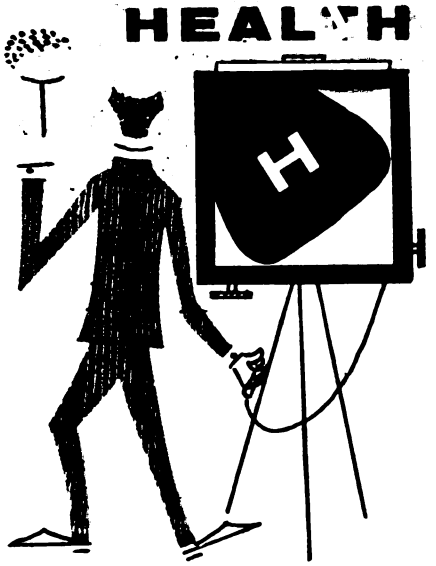
The geographic location of the camps is important, both from a travel standpoint and for giving members varying environment experiences. In South Carolina, camps are located in each of the major geographic regions of the State.

At Camp Bob Cooper, for example, members have an opportunity to get some "low-country" atmosphere. They see flue-cured tobacco growing on the fertile, level land. From the highways they see the huge moss-laden live oaks, some several centuries old.

When they come to Camp Long,

(See Camping, page 102)

FOCUS ON THE HEALTH



by AGNES M. HANSEN, *Assistant State 4-H Leader, Wisconsin*

HEAD, Heart, Hands, and Health. What's the meaning behind the fourth "H"? What do we expect to accomplish with boys and girls through a program of health activities?

Everyone agrees that health is important. But what program guidelines will get results? That's the challenge: health is important, so let's do more about it.

What Is Health?

As we seek better health programs for young people, the root of our concern is suggested by such questions as: Are our concepts of a health program too limited? Actually, we can't separate health from the other H's.

There's an interesting parallel in the inclusive fitness program of the President's Council on Youth Fitness. Its aim is the fivefold development of youth: physical, emotional, mental, social, and spiritual.

In describing the fitness program, Executive Director Shane MacCarthy said, "Fitness is health plus. Fitness, everyone agrees, embraces all factors in the human being . . . intellect, will, and physique . . . so interlocked they cannot be unraveled."

Breadth of Program

We in Extension need to ask, Are we thinking broadly enough about health? Our program should include appearance, personality, citizenship, character, leadership, and happy living. The 4-H literature of many States shows that knowledge, skills, and attitudes for better living are being developed through projects. And social and spiritual development come through recreation, camping, community service, and Rural Life Sunday.

We can make an almost endless list of activities that clubs report as their health program. Reports from Barron County, Wis. are typical—polio immunization center, family health records, vesper services, community health meetings, special programs in nursing homes and homes for the aged, and window displays.

Factors to Study

What else can we do? We can add depth and meaning to programs by emphasizing better living. We can use better program planning procedures. And we can join hands with others in the communities to further important health work.

We need to consider the developmental needs of boys and girls and strive to serve them. Good grooming, courtesy, understanding oneself and others will be welcome in a program for teen-agers.

We must remember to include boys and girls when planning total county extension programs. Club members find satisfaction from being a part of the larger community program. And they'll cooperate better if they're in on the ground floor.

We must use the help of all extension specialists in furthering health programs. Many areas of health development can be related to 4-H projects. Or they can be organized as specific health activities. We must make better use of the resources of public and professional health organizations.

Wisconsin's development in the 4-H health activity is not unique. But some of our methods may suggest ideas you can use.

The State 4-H health committee helps to select areas of emphasis and suggests ways and means. The committee is made up of: members of the State Medical Society, State Board of Health, State Dental Society, local 4-H leader, home demonstration groups, extension specialists, county agents, and the State 4-H Club staff.

The committee meets annually to review programs and set guidelines for the coming year. Suggestions from local leaders help direct attention to the things that make programs click with members.

"Leaders need to be enthusiastic," they say, "and believe health is important." Leaders need to know about materials and help available in the different health programs.

The leaders ask for help on how to teach health and make it interesting. They want suggestions for skits and ideas for action programs. They want to know how to involve their members in planning and executing the program.

Following the lead of the State health committee, a series of 4-H leaders' guides were written. Subject matter and a variety of ways to present ideas are included. The interests of teen-age members are suggested for a series of programs which help meet social needs.

State Programs

The first program developed was H for Happiness. It deals with mental health and includes such topics as understanding others, understanding yourself, getting along with others, making friends, learning to make decisions. Skits, check lists on personal traits, and discussion guides to use with movies are suggested.

Courtesy Counts is a program on courtesy at home, club meetings, and other occasions. The program is designed to follow H for Happiness or it may be used alone.

Focus on Food, new in 1960, deals with good nutrition for teenagers. It applies to general knowledge of good

(See Focus on Health, page 96)

LEARN, LIVE, SERVE,

4-H Helped Me Learn

by NANCY EWING, *4-H Club Member, Missouri*

LEARN through 4-H? But what better way! Looking back over my years of 4-H work, I thank my lucky stars there is such an organization with which I could be closely associated.

My past, present, and future I owe to 4-H and parents who realize the benefits it offered. 4-H offers the opportunities, but members need the interest and backing of parents to get the most out of it. What parent wouldn't support such a character-building program?

How can I actually list the many skills that have been learned? It's impossible. They might be divided into two main categories, material and immaterial, but there are many shades between.

Material gains or skills include learning how to care for my Jerseys, to breed for better quality, to be a judge of type, to fit animals for show, and to show them to the best advantage.

Generally speaking, I have become thoroughly acquainted with a significant phase of farming—the dairy industry. Its importance in the maintenance of a healthy nation is obvious. My future may not be directly connected with farming although I hope my work will concern farm people.

The immaterial skills also are numerous. The most important are the ability to get along with people, the ability to build lasting friendships, the ability to win and to lose gracefully.

Through 4-H work, a member is constantly learning skills connected with his or her project. If it stopped at this point, the experiences in 4-H would be of little value. Anyone can learn to sew, cook, make a rope halter, grow vegetables, build a birdhouse or feed a cow properly. But it is the experience of dealing with people that really counts. Without the human element, these skills would be less profitable and pleasurable.

Nancy Ewing received heifer from Missouri Jersey Cattle Club. At right is John Fawcett, herd manager for School of the Ozarks.

My 4-H work has been a series of goals—beginning with the determination to win a blue ribbon on my first calf. Much later my goal was a national dairy scholarship and attending National 4-H Club Congress in Chicago. Although my work in 4-H is finished with this year, I still have one big goal—to become an International Farm Youth Exchangee.

Seeing how well the 4-H goals work in connection with 4-H work, I set goals for myself in everything I do. Now that I'm nearly through college, I find myself faced with an even greater challenge. With the background of experiences in 4-H, I feel confident to tackle whatever lies ahead after graduation.

An important part of growing up is the acceptance of responsibility. From the day I was given a calf from the family herd for my eighth birthday, it was my responsibility to see that she was taken care of properly. This experience has carried over into all phases of my life. I learned that what I gain will be equal to the effort put forth.

My first calf was the beginning of my 4-H career. She was the nucleus of a small herd of registered Jerseys that has financed most of my 4 years of college. So college education is another of the many ways in which 4-H has directly or indirectly helped me to learn.

Naturally the monetary value is important but I am by no means overlooking the benefits gained and the skills learned from 4-H that will be carried throughout life. 4-H has presented numerous situations which challenge me to become a better person.

My college major is home economics journalism and I am looking forward to working with farm people. My 4-H background will greatly aid me in dealing with people whether in a job, as a member of an organization, as a part of the community or in the role of wife and mother.

4-H Helped Me Live

by ROBERT MACNAUGHTON, *4-H Club Member, New York*

LIKE thousands of other people, I owe a tremendous debt to the 4-H clubs of America. 4-H has done much to help me to live in our modern high pressure, high tension society.

It has given me a great deal of valuable training, not only in agriculture, but also in public speaking, demonstrating, leadership and community relations. The list could go on forever. Of course, I must not forget the training in citizenship that I've picked up during my 4-H "career".

Contacts and friendships have been of tremendous personal value to me.

ERROUGH 4-H

These folks were and are the ones I would not hesitate to ask help from when beset by problems. They were with me in high school. They were here when I came to Cornell. And I know that many of them will be with me throughout my life.

A common bond of shared interests and experiences means that these are people who know and understand me. Friends like this are something everyone needs.

The training a 4-H'er gets in citizenship is invaluable. Participation in club elections teaches the responsibilities of voting and selecting representatives. It also does much to bring out leadership qualities in an individual.

In New York State, we have a capital day program. Club members go to Albany, our State capital, and watch the functioning of State government. I know that this training has made me a better citizen of our democratic society.

I've also learned how to relax and have a lot of fun through 4-H. Council dances, club recreational activities, and work with the Cornell 4-H Recreation Team (a group that leads recreational programs throughout the State) all have helped.

Shirley Schulz shows a few of her projects.

Another really wonderful thing I've learned, and one which has done a great deal for me, is how to say "I'll be glad to" when asked to do something. I've had more fun, and learned more, and gained more because I've said, "I'll be glad to."

I'd like to conclude with thanks to those people who have, through 4-H, helped me to live. They do wonerful jobs.

4-H Helped Me Serve

by SHIRLEY SCHULZ, *4-H Member, South Dakota*

I obtained a new lease on life through 4-H work. When I first entered the Busy Bee 4-H Club at the age of nine, I was a bashful girl with no leadership qualities and little creative imagination.

The 15 older members treated me with kind, helpful friendship. This broke the ice and I really became interested in this 4-H business. The all-around enthusiasm which launched me into this great community service work has never died.

4-H taught me current and effective methods of food preservation, meal planning, and sewing. I learned how to manage a breeding poultry flock and a large garden, as well as how to make useful handicraft items. And I also learned the importance of good health maintained through exercise, proper nutrition, and personal good grooming habits.

Through club demonstrations, county get-togethers, camps, judging, State club week and by doing the best possible work in each field, I received a wonderful educational background for any career.

I progressed to the position of junior leader and vice-president of the county council. Last year I inaugurated the first county-wide Rural Life Sunday program in this area. Despite unfavorable weather conditions, a large crowd attended and a similar program will be held again this year.

Through demonstration experiences at State Fairs and at county shows, I feel that I am in a position to help younger club members plan and write their demonstrations and talks. I find this work most satisfying and extremely enjoyable.

Growth and educational development under the influence of my parents—avid 4-H enthusiasts—and helpful consultations with the county agricultural and home demonstration agents have brought me to an appreciation and understanding of public life and to a realization of its demands.

Through my extensive work with people of all ages and by pursuing my projects faithfully, in spite of obstacles—a car accident, a year of ill health, and project failure—I have become a community leading junior leader.

I have helped plan summer 4-H camps, schools conducted during the camp, recreation activities, camp crafts, rally nights, talent nights, and achievement days. I even helped construct the 4-H building in our county. And I have served community banquets, visited the old folks homes, worked with mentally retarded children and donated food and clothing to the needy.

During my 10 years of 4-H work, I have entered 115 county exhibits and 43 have won State Fair ribbons. This year I was awarded a trip of a lifetime to the National 4-H Club Congress in Chicago where I was named a national achievement winner and granted a $400 scholarship.

This was a start to a new and vivacious chapter in my life. To share with so many other young people the interests that have grown and developed through the years is one of the most gratifying experiences I have even known.

Now as a freshman nurses' training student, I find my 4-H background extremely useful. Through my projects and activities, I gained patience and understanding as well as know-how of handling difficult situations and the ability to develop them into successful and interesting situations.

Award Donors and the 4-H Program

by KENNETH H. ANDERSON, *Associate Director, National Committee on Boys and Girls Club Work*

WEBSTER says that the word "donor" means giver. But to extension workers, 4-H club members, and volunteer leaders, donor means much more than that. It means National 4-H Club Congress, scholarships, savings bonds, medals, wrist watches, and project material. It also means cooperation, incentive, opportunity.

Since the beginning of 4-H work, the donor has been an important member of the Extension family. Many people—in and out of Extension—may wonder how and why these leaders of industry, merchandising, transportation, and the like have the interest, time, and money for 4-H.

Long Tenure

At present 56 donors support 42 national and 10 regional 4-H programs, in cooperation with Extension, through the National Committee on Boys and Girls Club Work. And 24 donors have a tenure of 20 years or more.

Now let's take a backward look and see how this "donor" entity came into being. At the time of our initial contact with management people, we give them an up-to-date view of the 4-H Club program.

Next we go into the details of the particular program under consideration. A typewritten presentation outlines the objectives and scope of the program, benefits to the donor, responsibilities to be assumed, obligations and cooperation expected, role of National Committee and Extension.

After management approves the memorandum, they designate a contact person. Through this representative, we continue our active relationship. Then the lines of communication begin to hum.

Here are a few examples: "Would you recommend that I plan to attend the 4-H Conference." We encouraged this donor representative to attend and pointed out the splendid opportunity the conference affords to become acquainted with extension personnel, 4-H members, and other 4-H friends.

One company man sought information about the presentation of medals at a county achievement banquet.

We suggested to him that if the extension agent invites a donor representative to join in achievement day activities, the invitation should be accepted. We pointed out the mutual advantages of personally meeting the young medal winners and professional 4-H workers.

We are also called upon to explain the National Committee's role in the 4-H program in relation to Extension and National 4-H Foundation. We regularly furnish donors with current lists of State extension directors, State club leaders, and the Federal extension staff.

Preceding National 4-H Club Week, we mail the official Club Week kit to donors and friends of 4-H. The accompanying letter suggests ways they can participate in this nationwide observance.

Many donors include news about 4-H activities in their internal publications for employees and stockholders. Some insert their program leaflet in the policy manual to orient the men and women who are likely to come in contact with local leaders, members, or agents.

Among other media employed by donors to relate the 4-H story to the public and their employees are radio, television, advertising, trade publications, and the like. We assist with planning, subject matter, and timing.

Dual Benefits

Donors and 4-H members frequently benefit from the same experience. This is illustrated by the recent tour of the 1960 Club Week delegates to Washington, D. C., Wilmington, Del., and Detroit, Mich. Not only did the 4-H'ers tell their

(See Award Donors, page 102)

Norman C. Mindrum (center), director of National Committee, congratulates representatives of old and new donors: Al Albini (left), Montgomery Ward and Co., which has sponsored 4-H home economics awards for 38 years; and Clark W. Davis (right), E. I. duPont de Nemours & Co., new donor of beef awards in 1959.

DOES 4-H LEAD TO SUCCESS?

by KENNETH S. OLSON, *Assistant State 4-H Club Leader, North Dakota*

EVERYWHERE we see evidence of change, more change to come, and the challenges it will present. As members of Extension, we are committed to helping people identify and deal effectively with the problems resulting from changing situations.

One major area of extension work is with 4-H youth. And the question arises—Do 4-H activities contribute toward our job of helping people adjust to changing situations? This question stimulated a study in Barnes County, N. D., during the summer of 1958.

Selected Farmers

One hundred and three pairs of farmers were included in the study. In each pair, one had been a 4-H club member and the other had not. All were 30 to 45 years of age, married, farming continuously for 5 years or more, living on the farm being operated, had worked less than 100 days off the farm, and earned less than a fourth of their 1957 income away from the farm. Each pair compared had the same size farm, the same amount of schooling, and either rented, owned, or owned part and rented part of their farmland.

The 103 pairs of farmers were scored on adoption of change which was represented in the study by 26 improved farm practices. Among the practices were use of 2,4-D, registered sires, heat lamp farrowing, and the latest recommended wheat variety.

Differences Revealed

Findings of the study showed that:

- Of the former 4-H'ers, 62 percent had a high adoption score compared to 46 percent of the nonmembers.
- Of the former 4-H'ers, 16 percent of the 1 and 2-year members were early adopters compared to 33 percent of those with 3 to 5 years of 4-H experience and 43 percent of those with 6 or more years experience. (This compares with 21 percent for the nonmember).
- Forty-five percent of those who could recall learning and using one or two improved farm practices in the first year of 4-H work were early adopters. Of those who recalled no practices learned and used in their first year 21 percent were early adopters.
- All who had been in 4-H 6 years or more could recall improved farm practices learned and used. However, 21 percent of the 3 to 5-year members could not and 45 percent of the 1 and 2-year members could not recall any improved farm practices learned and used while in 4-H.

We concluded that 4-H membership, especially when certain types of learning are included in the program, does influence the adoption of change.

Previous studies have shown that diffusion and adoption of technological change are not acts, but processes in which communications and attitudes hold a vital place. More recent studies are placing emphasis on factors related to attitudes, personality, and related concepts.

We find, too, that attitudes are easily formulated or modified in young persons and in primary groups. These are both qualities of a 4-H club—a primary or small group of young people.

Stimulating Change

How do we go about helping 4-H youth acquire an attitude or habit system receptive to change? We do it the same as with any habit acquired. "A stimulus is present; a response is made; the response is rewarded. When the stimulus is again presented there is a tendency to make the same response."

For example, if a 4-H boy had a rewarding experience in adopting a practice recommended by extension, you might expect him to feel a similar response to another extension recommendation at a later date. This idea seems to be borne out by the findings and the comments made by many farmers interviewed.

No evidence of planned attitude change was found in old annual reports. But there was evidence, that the late T. X. Calnan, county agent during the years the surveyed farmers would have been in 4-H, did change 4-H members' attitudes toward new farm practices.

For example, one farmer said that when he joined 4-H, the county agent brought out a bushel of Ceres wheat (a new variety) for his first crops project. "Ever since," said the farmer, "I have always tried to obtain these new varieties as soon as they are available."

What does this all mean to you as an extension worker?

(See 4-H and Success, page 96)

4-H AND SUCCESS

(From page 95)

When change occurs as rapidly as it has in the last decade, much of the knowledge and many skills taught in the 4-H club are out of date before the member becomes an adult. However, if an attitude toward improved practices can be established which helps the individual discard the old and embrace the new, it can be an asset during his entire life.

Such an attitude in times like ours produces an incalculable effect on the human situation. Such a person yearns for the new and constantly asks the county agent and others for new ideas. And he attempts to originate his own new ideas.

In nearly every farm paper, we see stories of what farsighted farmers are doing or plan to do. In this period of American agricultural history, when change is piled upon change, the wise prove their wisdom by accepting change as it comes. It may even mean accepting change to being a city worker instead of a farmer.

This implies that extension workers need to provide experiences in 4-H activities which promote receptive attitudes toward change. "Learning by doing" is no longer enough. It must be "Learning by doing *in a better way.*"

FOCUS ON HEALTH

(From page 89)

nutrition, better breakfasts, and selecting between-meal snacks.

Skits, quizzes, crossword puzzles, and games help teach the information in this program. Focus on Foods follows the suggestions of *Teen-age Nutrition,* developed by the National 4-H Food and Nutrition Development committee.

Adult Training Aids

As a part of the program on sanitation, materials are provided on rat and mouse control. To train agents, a movie on rat and mouse control was shown at a district meeting. As a result, 15 counties requested sets of materials for their clubs.

The State Department of Health has developed 4-H leaders' guides on safe water, dental health, and immunization. Movies are offered free for 4-H club use. A leaders' guide on good grooming for boys and girls will be developed by clothing specialists for next year's program.

The State Medical Society supports the work of 4-H groups with materials and awards and provides expenses to the nonprofessional people who attend the annual meeting of the state 4-H health committee. A year's subscription to TODAY'S HEALTH is provided to clubs reporting outstanding health programs.

Clubs are eager to do things that they think are worthwhile. But we have to help the leaders by defining activities and providing literature and training.

What are the ways in which 4-H health programs may serve people better? Decide the objectives of your program first. And let a carefully selected committee help.

Plan interesting programs that blend members' interests, leaders' suggestions, and health agencies' counsel. Then help leaders to develop confidence in teaching effectively.

ADAPTING TO NEEDS

(From page 84)

graming is needed for the 18-year-old and over group. Programing to this age group will be in a more adult fashion with special emphasis on leadership.

The second step was to evaluate and redesign our educational tools to fit the developmental stages. This is not easily accomplished and, of course, is a continual process. New methods and approaches are also being explored.

Let's look at the clothing project and see how it has been adapted to reflect the multiphase programing concept.

In the Young Miss Series for 10 to 12 year olds, members can select from these activities: hem a tea towel or head scarf by machine, make a cotton apron or skirt, make a cotton dress or skirt and blouse, make a hemmed patch.

Optional activities for the Junior Miss Series, 12 to 14 years old, include: cotton school dress, sportswear, including choice of playsuit with skirt, shirt and slacks, or Bermuda shorts and skirt; lounging costume, including housecoat and nightgown or pajamas; skirt and blouse; make buttonholes by hand or by machine; learn to darn.

In the Senior Miss Series, for 14 year olds and over, members make a: skirt or jumper (corduroy, wool, or wool blend) and blouse or weskit; costume for general wear; costume for formal wear; costume for rain wear; two "easy to wear" children's garments of washable materials; and make or assemble the necessary accessories.

Training Plan

The third step was to design a leader and agent training program to help them understand the philosophy and reasons for the multiphase approach. This was conducted concurrently with steps one and two and is a continuing activity at all levels of organization.

The leader training program was first directed to all county extension agents. Agents, assisted by State Staff workers, then worked directly with local leaders in county training meetings.

While it is too early for formal evaluation, reactions from specialists, county workers, and leaders indicate that Michigan's multiphase approach is off to a running start.

Favorable Response

Specialists like it because it enables them to develop projects and activities that have real educational meaning for all age groups. County workers indicate that they have been able to more realistically evaluate and change their programs to meet the needs and interests of members.

The leaders had to make more adjustments, as this approach is a shift away from the idea of prescribing all project requiremets. These adjustments make it difficult for leaders to determine specific goals in project completions. But with proper training, leaders have responded enthusiastically to the multiphase program.

After nearly 2 years of operation, Michigan is happy with the results of this program. And we are looking forward to even greater program effectiveness in the future.

The Nation's Capital Is Your Classroom

by GRANT A. SHRUM, *Executive Director, National 4-H Club Foundation*

DREAMS have a way of growing. The dreams of yesterday become the realities of today, and new plans and ideas take their place as our dreams for tomorrow.

More than three decades ago, a National 4-H Center existed only in the imagination of a few 4-H members and leaders who dared to dream. Through the years, this idea grew.

Early in 1951, fancy was transformed into fact when a site was purchased. Less than a year ago the President of the United States cut the green and white ribbons to formally make this dream into reality. Now 4-H has a "home in the Nation's Capital."

The National 4-H Center is a working memorial to the pioneers who nurtured 4-H club work through its formative years to become a truly great educational program for rural youth.

With the realization of one dream, 4-H leaders are again looking to the future. Our objective now is to use this facility to make the greatest possible contribution to the youth program of the Cooperative Extension Service. And this dream is more inspiring, more daring, and more challenging than the first.

Graduates of Citizenship Short Course pose with their bus in front of National 4-H Center.

Training Young Citizens

With this in mind, the National 4-H Club Foundation is announcing a series of 4-H Citizenship Short Courses. This educational experience at the National 4-H Center will enable club members and their leaders to learn more about their government, as well as gain a better understanding of national problems and their citizenship responsibilities.

The National 4-H Center is a fitting site for this dynamic citizenship training program. The Capital area, rich in the shrines and memorials which bring to life our democratic heritage, becomes your classroom.

Citizenship Short Courses will begin each Monday morning and run through Friday afternoon. Each term is limited to a minimum enrollment of 25 and a maximum of 200 persons. A group of about 100 is ideal. Persons 15 years of age and older may enroll either as individuals or as members of a group. There must be at least one adult leader for every 25 young people.

Several individuals, county, and State groups will be combined to complete the enrollment for each term. Participants must have approval from their State 4-H Club leader or his representative prior to enrollment.

The curriculum includes discussions, tours, lectures, and recreational activities. It is planned and conducted by the National 4-H Club Foundation in cooperation with the Cooperative Extension Service. The 4-H and YMW Programs Division, Federal Extension Service, assists in teaching and training.

A 5-day session, of course, cannot explore the topic of citizenship in depth. But participants will have opportunity to develop new meaning for their role in our democratic society. Assembly and discussion programs are conducted in: The Meaning of Citizenship, Citizenship Opportunities in Today's World, What it Means to be a Good Citizen, and Washington——Nerve Center of the World.

Expanding Center Use

The Citizenship Short Courses are just one opportunity to study citizenship in the inspiring historical environment. Plans are underway for longer forums or workshops to take a deeper, more intensive look at citizenship as it relates to people in our democracy. An experimental session for a group of older youth may be held within a year.

The National 4-H Center will also provide inspirational training ex-

(See Capital Classroom, page 102)

Training Leaders in Advance

by BURTON S. HUTTON, *State 4-H Club Leader, Oregon*

I light my candle from their torches, said writer Robert Burton. This expression could well apply to volunteer leaders and the relationship of the 4-H member to the leader.

Many guiding lights today have their origin among adult 4-H leaders. And we are all interested in how more of these lights might burn a little longer than usual.

Each State studies its 4-H education program to make improvements. Many times a variety of approaches are made to the same phase of the program. This depends on the location of the State and local conditions.

Study Suggestions

The Western States 4-H Study provides some guidelines for consideration in helping 4-H education provide the service desired, both for the 4-H member and the volunteer leader. For example, the study emphasizes one fact which concerns all States. This is the number of first year leaders who do not return.

This subject, plus others, drew the attention of the Washington County extension staff in October 1958. The occasion was the analyzing of the county 4-H program. This was being done by the Washington County staff, two members of the State 4-H club staff and the two district supervisors.

The group concluded that improvements wouldn't be noted unless something was tried. We agreed that it might be worthwhile to see if potential leaders would attend a meeting to hear about 4-H before they started. How could this be done?

Oregon uses community leaders to help the county staff as the 4-H program increases. The community leader may or may not be a 4-H leader but he assumes some details that extension agents formerly performed — reorganization, recruiting leaders, helping first-year leaders, arranging 4-H community meetings.

Washington County community leaders have functioned for many years. We called them together to see what they thought of a "preleadership training" session.

This meeting included a general discussion of the county program, where it is now, and where it might go. Requirements for expansion were discussed, including the need for many more leaders. The community leaders agreed on this need and returned to their communities to "seek out" potential leaders.

Community leaders had 2 weeks to "find" their potential leaders. Meanwhile the date was set for a preleadership training session.

The program for the preleadership meetings was divided into two units.

One was to acquaint these men and women with what 4-H club work is—its place in the educational picture for boys and girls, its relationship to Oregon State College, USDA, and the county court—and some satisfactions gained from 4-H leadership.

The second unit described 4-H in Washington County. The chairman of the county staff told how local people work with the county court and the Extension Service and explained how leaders, members, and the staff work together in the development of the county program. The two agents with 4-H duties illustrated certain items a first-year leader needs to know.

Two preleadership training meetings were held in October 1958. A third was held later. Total attendance was approximately 100. And what has happened? Of those present, 92 percent became 4-H leaders for 1958-59. And thus far about 72 percent of those persons have started their second year of 4-H leadership. The year before this preleader training program, first-year leader reenrollment was 47 percent.

It's a little early to draw any final conclusions. But the results thus far are satisfying.

A counterpart of the leadership training program is the series of meetings attended by the county agents who carry major 4-H responsibilities. This series was based on the subject, "strengthening the 4-H leader training program."

Agents were given information and examples of training techniques on what Extension is, how 4-H came to be a part of our educational system, how people are motivated, our concept of leader training, understanding boys and girls, communications, and the role of the extension agent as a teacher. The agents discussed what they thought leaders need to know, how we can reach leaders with this information, and how a county leader training program might be developed.

Research Pointer

Again the Western States Study pointed out an important need. That is the need to train county extension workers in the subject of "training volunteer 4-H leaders."

The preleader training in Washington County and the series of extension agent training meetings are two efforts Oregon is making to strengthen 4-H education. If progress continues, 4-H members will be the beneficiaries of a long-term educational policy that is heavily endowed with Learning for the 4-H members, Living a fuller life on the part of the 4-H leaders, and Serving more people better by the Extension staff.

CLOSE LOOK

(From page 85)

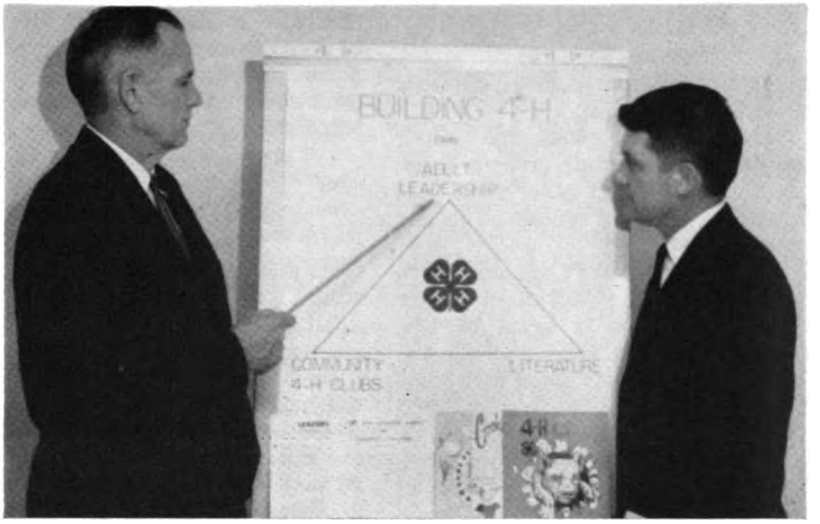
ity? This is an important question in Brooke County, where we are going to have increasing competition for the time of extension workers, 4-H leaders, and members.

The general conclusions of the evaluation are only tentative. We know, of course, that extension workers spend a lot of time in planning and conducting a 4-H club program. If we are going to make best use of our time, and the time of our clientele, we must continue to work on a formal evaluation.

An evaluation will reveal valuable information. And this can be used as a foundation in building a better 4-H club program.

Arkansas Prepares for the Future

by D. S. LANTRIP and U. G. WORD,
State 4-H Club Agents, Arkansas



The authors discuss three major changes in Arkansas 4-H program

A revolution may no longer be news. But three revolutions going on at the same time are. That's what is happening in Arkansas 4-H club work.

These revolutions are marked by: change from 4-H school clubs to community clubs; change from a man and women leader to a minimum of three leaders per club; and change from project literature for all ages to literature designed to meet the developmental needs of different age and maturity levels.

Change in Clubs

Taking these one at a time, let's look first at the change to out-of-school or community 4-H clubs. Arkansas now has about 700 or 45 percent of its clubs organized in the community. This has not happened overnight, but since 1948 when Arkansas had 80 such clubs.

Why did we make such a change? There were several reasons but two stand out. One was that community 4-H clubs with active adult leadership seem to do better work both in quantity and quality per member. The other was the consolidation of schools with better organization, stricter schedules, and short activity periods in which all clubs were to conduct their meetings.

Today, every county in the State has some community 4-H clubs. At the last count (December 1959), 25 of the 78 counties had all clubs organized in the community. Twelve more counties plan to change over during 1960.

This type of club work is certainly not new. A study made last year at the University of Chicago showed that while only about 12 percent of the clubs in the 13 southern States are out-of-school, almost 95 percent are out-of-school in the other States.

From the experiences of these other States, we are trying to develop a pattern of community club work to fit Arkansas. We believe that community 4-H clubs will make possible a greater involvement of parents and active leaders. This will not only strengthen 4-H club work but will add to the total extension program.

Specific Duties

Next, let's look at the change from dual leadership of the club to a type in which each leader has a specific role.

Under our new concept, a community 4-H club is led by leaders. Agents visit the club from one to not more than three times a year. This means that definite leadership roles and responsibilities must be understood and accepted by adult leaders, parents, and members.

The minimum leadership pattern calls for three leaders. One is the leader of the club and activities. This may be a man or woman. A man serves as project leader for boys. The third leader is a woman for the girls' projects.

As a club develops, more project leaders are added with each leader responsible for only one or two projects. Some clubs, of course, have a project leader for each major project and an activity leader for method demonstrations, etc.

For example, the Saffel Club in Lawrence County has only 15 members. Yet it has a club leader, six project leaders, and an activity leader.

How is this pattern taking shape in Arkansas? About two-thirds of the clubs in the 25 counties with all community 4-H clubs have the minimum pattern of three leaders. Several counties have all clubs organized with three or more leaders. Time and the education of leaders, parents, and members on this new concept will continue to bring about this change.

Maturity Considered

The third change was necessary if we were to accomplish the first two. If leaders were to actively lead the clubs and teach project work, they had to be given all the assistance possible. Better project literature was a must.

Leaders seemed willing but often got lost in what a 4-H club member could do as a project. The new project literature is designed so that both leader and member have a clear understanding of what can be done.
(See Prepares for Future, page 100)

PREPARES FOR FUTURE

(From page 99)

These are written to meet different developmental needs.

Seventeen workbooks for junior members include four projects each, one for each year. More than one, or all four, may be conducted in one year.

Seven workbooks include two projects each for advanced junior members 12 and 13 years of age. These 24 project areas include the regular type projects along with some like leadership, photography, personality improvement, and recreation.

Senior members are provided handbooks instead of workbooks. Social and personal development type projects are featured in the senior handbooks since these are of great concern to this age group. A number of projects are designed so that two to five members may work together.

Boys are provided a handbook of boys' projects and a handbook of personal development projects. Girls get the same handbook of personal development projects and one on girls' projects.

These handbooks simply outline the project work, with about 125 projects in the two handbooks. They contain no subject matter. Extension publications are listed as references and may be obtained as needed. A record book is provided seniors annually.

Leader Guides

Adult leaders' guides are being prepared for all leaders: club, project and special activity leaders. This literature change has just been completed, climaxing about 4 years work by county and State extension personnel.

How well can a State survive three simultaneous major changes? What happens to the number of members enrolled? What are the attitudes of the members, parents, and leaders as a change begins? What are their attitudes as change progresses? What kind of leader training program will be necessary?

These and many other questions can be only partly answered at this time. One thing, however, seems certain. These changes can mean progress—progress toward the ideal of Extension organizing and helping people to help themselves in their own communities under their own leadership.

DOG PROJECT

(From page 88)

tions and requirements for obedience trials.

All this leads up to a show at the county fair. First the beginners put their animals through exercises at the judge's command.

Second and third year members do the same type of exercises but they do these things without a leash. This is comparable to showing a steer or cow without a halter.

Most advanced work is done by hand signals alone. In addition, all members must answer questions about grooming, health, first aid, and laws pertinent to dogs.

Project Values

The real values of this project are not in educated dogs but in poised youngsters. Through this project they gain confidence and an understanding of sportsmanship, leadership, and responsibility.

This project is centered on the individual boy or girl. From the first meeting, through the show at the fair, there are many opportunities for individual growth. In fact, this project embraces the 10 modern 4-H objectives.

Dog project groups are organized like all 4-H clubs. Each has a minimum of five members, elects officers, and takes part in local and countywide activities.

A sincere interest in boys and girls is the one common requirement for adult leadership. In addition, advisors of this project must understand dog obedience training.

Leadership with understanding, imagination, and integrity is the key to our total program.

What does all this mean? It means, "Yes, you can have dogs in 4-H." 4-H can use dogs to develop youth. Just as boys and girls have been reached through corn production and canning in the past, they may be reached with "outer space study" and "electronics" in the future.

TEACH WHY

(From page 87)

program. We have been recognized for successfully teaching the how-to skills. What about the boy or girl who tires of the approach or who is interested more in the why? Are we giving this group the proper attention?

To help 4-H adjust to meet current interest and future needs. If we believe that 4-H is training young people to develop a better understanding of their world, we must provide an opportunity for science interest. With current interest in science and the specialized leadership in our communities, Extension is provided with a workable combination for emphasizing the science aspect in youth programs.

Some might say we are teaching science through 4-H now. But are we stimulating basic science interest intentionally? Are we planning this experience for the young people with a plan and real purpose in mind? This emphasis on science is consistent with present 4-H programs but we must go deeper into the project.

We have only started to seriously consider this opportunity. The response, however, from research and scientific groups has been wonderful. Their interests range from helping determine the possibilities to planning and developing demonstrations.

One research-oriented corporation is planning to radiate the garden seed of a group of members. They plan to invite the group to the plant for a discussion on Radiation and Plant Life, then subject the garden seed to different levels of radiation.

The 4-H members will complete an observation chart and report their findings at the end of the growing season. The corporation is assigning a staff member to visit gardens and local club meetings to aid in the interpretations. This experience may be followed by a visit to a laboratory where plant scientists are working on this problem of radiation and plant life.

With the advancements being made each day in the science world, this thought of science in 4-H holds a challenge for Extension. And it offers a promise of training youth for the future.

TRAINING FOR TOMORROW

by CHARLES A. GOSNEY,
Assistant in 4-H Work, Indiana

HAVE you ever found that today is the tomorrow that you worried about yesterday? We did in Indiana.

For 26 years, the State 4-H Club staff cooperated on a series of leader training meetings. The local leaders and extension agents at these sessions all had different levels of experience and training. This meant we generally had to plan a program for an "average" leader.

We felt there should be a better way of teaching leaders. And we wanted to build a strong foundation for our future program.

So we decided that the approach this time would be to hold separate sessions for new leaders, experienced leaders, and extension agents. And there should be separate objectives for each session.

Specialized Training

For new leaders, the prime objective was to make them feel secure in their jobs. We discussed types of club organization—advantages and disadvantages of each, based on the needs and interests of young people. We discussed the philosophy of 4-H club work and emphasized that our job is to teach 4-H members how to think, not what to think.

Then we went into the "how's and why's" of various jobs—election of officers, project selection, program planning, and recognition of members.

With the experienced leaders, we discussed club organization and group activities in relation to the needs and interests of young people. The day's program was divided into three age-group sessions: understanding the 10 to 13-year-old, understanding the 14 to 17-year-old, and understanding the 18 to 21 year-old.

We pointed out that every 4-H member needs to be noticed, to feel important, to win, and to be praised. And we emphasized that leaders must understand the different ways in which these needs may be met in members of different ages.

Solid Foundation

The sessions for extension agents and county 4-H club leaders laid a foundation on which to build programs for future sessions. Titled The Hills Ahead, this program was devoted to a discussion of present problems or those coming up in the near future.

Each county staff had previously been sent an evaluation sheet on which to rate its county program. These ratings were used as a basis for discussion. Other "hills" will be discussed in the future.

Each of the three groups also had a session on the importance of club recreational activities. We discussed the philosophy of recreation, taught games which may be used in local club meetings, and informed the leaders of additional training available.

For these meetings—23 in all—our staff was divided into two teams of four members each, including a recreation specialist on each team. Each team worked in half the State.

About 35 percent of all 4-H leaders in Indiana, 1,462 people, attended. This attendance, plus the pinpointing of each session to the levels of previous knowledge or training of the participants, indicates that the staff time was well spent.

A flannelgraph, The Hills Ahead, summarized discussions by agents and leaders.

The value of the information in these meetings was supplemented by the inspiration and recognition provided by sponsors. The three Rotary districts of Indiana joined with local Rotary clubs to provide transportation, a dinner, and an inspirational speaker for each meeting. Local rotarians served as meeting hosts and joined 4-H leaders for the dinner.

We plan to follow a similar procedure outline in our district junior leader conferences. In these meetings, the county quotas consist of one boy and one girl per township, plus four people for recreational leadership and four for training in song leading.

The sessions will be pinpointed much the same as those for the adult leaders, with sessions for new junior leaders, experienced junior leaders, and extension agents.

Leaders' Reactions

Experiences this year indicate it is almost certain that this format of leader training will continue. Here are a few comments taken from evaluation sheets which were turned in by leaders at the meetings.

New Leader: "I feel I have more confidence in myself as a leader after attending this meeting."

One-Year Leader: "I think I gained more from this meeting than I did all year as a leader last year."

Six-Year Leader: "I think this was by far the best leader training school I have attended in all respects—division of classes, newness of approach to the materials, etc."

Fifteen-Year Leader: "I have attended several of these meetings and this was one of the best."

Five-Year Agent: "This has been the most stimulating leader training conference I have ever attended."

In program planning, as these comments indicate, we must make tradition a guidepost rather than a hitching post. We have found that in the 4-H program, many valuable ideas are not marketable until you take them somewhere.

AWARD DONORS

(From page 94)

story, but the donors had an opportunity to show the young people something about their business operations.

Over the years, great personal pride has developed among 4-H sponsors regarding "their" winners. Some concerns keep in touch with national winners.

One donor wanted to know if any others continued to give independent aid to winners after the scholarship award was exhausted. A veteran donor is now making a survey to determine the present location and status of all their National winners.

About six weeks prior to club congress opening, the National Committe holds the annual Donors' Conference in Chicago. Representatives attending this meeting carry back to their chiefs the thinking, planning, and trends.

At National 4-H Club Congress, both new and seasoned donors see results of one of the finest examples of 4-H achievement and teamwork anywhere in the world. They also feel quite keenly their responsibility to 4-H youth and the prominent place the congress has in the 4-H program.

The 4-H donors—like the rest of us—are never too old to learn more about the constantly changing 4-H panorama. So our board of dircetors, members, and professional staff are always mindful of donor interests and needs. We endeavor to supply the necessary counseling and information.

Donors' education is a continuing thing. And in our opinion, as a class they rate an A plus.

CAMPING

(From page 91)

a contrasting picture is presented. Sandy soil of the lower Piedmont, long-leaf pine, black-jack oaks, and almost mountainous terrain go into the making of a picturesque camp scene. The variety makes camp life more interesting and enjoyable.

4-H camping in South Carolina is a big program. Approximately 10,000 4-H members attend the three camps annually. In addition, the facilities are used for State 4-H Conservation Camp, State Council Camp, District 4-H Achievement Roundups, and many adult extension conferences and workshops.

C. W. Carraway, retired Charleston County agent, at a recent 4-H leaders' meeting said, "No extension worker ever stands more erect than when he is stooping to give a helping hand to a 4-H boy or girl." Our camping program is a tool that assists extension workers in extending a helping hand to many boys and girls.

OPPORTUNITIES

(From page 90)

The Clover Bud program is growing faster than any other part of the program. We have twice as many youngsters to draw on for this age group, with more coming along each year.

Camping is enthusiastically supported and about 1,000 4-H'ers attend camp during the summer months. About the same number attend weekend camps during the spring and fall.

Projects are taught in junior leadership, homemaking, nature, woodworking, electricity, arts and crafts, as well as swimming and recreation. At camp youth learn more about 4-H, complete projects, give demonstrations, and recognize their responsibilities as officers and leaders.

We also have an exchange program which offers 4-H'ers adventure, travel, and chances to meet new people and see different family living patterns. We arrange for exchanges of junior counselors between 4-H camps and exchanges of club members from farms and urban areas.

The values of these intercounty and interstate exchanges parallel those of the IFYE program. They build an understanding and appreciation of rural and urban living patterns.

These are just a few of the many ways that 4-H is serving youth in our urban county. Our challenge is to serve more young people and to tell the urban 4-H story.

4-H has an unequaled program backed with skillful techniques. Our opportunities for the future are unlimited.

CAPITAL CLASSROOM

(From page 97)

periences for selected adult 4-H leaders. Several State and county groups are scheduling programs of this type. This recognition for the leaders would include a unique educational training experience at the Nation's Capital.

Extension personnel have already discovered that the Center can serve them as a site for conferences and special training meetings. The 6-week Human Development-Human Relations workshop is held here each year. Plans are being developed for a special workshop to assist extension personnel in planning and conducting more adequate leader training programs.

The International Farm Youth Exchange has helped focus Worldwide recognition on the 4-H Center, as delegates and exchangees use this as the crossroads of their people-to-people experience. Many other international groups are also holding educational programs at the Center.

The dream of a "home for 4-H in the Nation's Capital" is a reality. Now new dreams are insuring that this working memorial will make a significant contribution toward fulfillment of the objectives of the Cooperative Extension Service.

Our dreams must keep on growing as we work for positive and constructive changes within people who have the opportunity to make use of this National 4-H Center.

An interlude with the past was part of this Citizenship Short Course when Congressmen gave 4-H'ers a tour of the U. S. Capitol, including impressive Statuary Hall.

PLAN THE FUTURE

(From page 86)

PTA meetings, and extension meetings. Last September, he trained one staff member from each county on this material at the 4-H agricultural program schools. This presentation, which aims at career awareness, can be presented to local 4-H clubs at a family night or dads' night.

Although much extension work in career exploration is now being carried through the 4-H program, we believe that career information should be a part of the total county program. Some phases will be conducted through the family living program and some through the community development and public affairs programs.

We also agree that schools are in the most favorable position to administer and interpret interest, aptitude, and achievement tests. The term "career exploration" is used by extension to minimize confusion with vocational guidance, which involves testing, personal counseling, followup work, and other services.

Materials prepared for county use include outlines for discussions on Understanding Ourselves, Understanding Occupations Where People Work, and Looking at the Job. Accompanying these are three worksheets—Surveying the Needs of Your Group, the basis for planning the career program; Points to Consider in Analyzing Jobs in Relation to Your Interests and Goals, for use in connection with the discussions on Understanding Ourselves and Understanding Occupations; and A Look at My Future Job, to test interests and abilities with the opportunities and requirements in certain jobs.

Future Steps

What are the next steps? Preliminary observations show:

- A major need is to develop parents' awareness of young people's needs in choosing a career and the role of parents in this decision.
- The awareness stage is about as far as the program should be taken with younger boys and girls.
- Special meetings and materials are needed for older boys and girls.

The State staff plans to work with counties to evaluate what they have done and to evaluate the program conducted in various manners in different counties. With that as a basis, they hope to assist all counties which include career exploration in their program for 1961.

TODAY AND TOMORROW

(From page 83)

accept responsibility for the decisions they make?

Adults today sometimes think that children and young people have an easy time of it. They forget that in the past tradition did a good deal of decision-making for people. Today's citizens-of-tomorrow live in a world of baffling complexity and tradition is secondary. Technology rather than nature is the dominant influence.

How are young people today adjusting to the changing community?

Many one-time farm counties have been largely or partly suburbanized in the space of a few years. Industries have come to one-time strictly rural areas. Super highways bring new problems but also new opportunities to many communities.

There is an increasing awareness throughout the land of the need for better understanding between farm and city. Farm people are keenly aware that they face a big problem in making their voices heard in our urban society.

4-H club work can be an effective bridge in building understanding. The potential of 4-H in helping build the America of tomorrow is virtually unlimited.

Extension needs to seek out more boys and girls to join the 2.5 million now in 4-H programs. Let's not forget that some 20 million children live in rural America.

Consider, too, the many possibilities for expansion of 4-H club work in Rural Development Program counties and areas. Are we doing our best to reach the "hard to reach"?

We are just getting our feet wet in helping youth to make career decisions on the basis of their abilities, their training, and present and future possibilities in agriculture, industry, education, research, and other fields.

We will reach these goals only when we pay more attention to discovering and training local 4-H club leaders. Just how fully have we tapped the potential leadership from among the 20 million who have "graduated" from 4-H?

Educational research is opening up many new opportunities for making 4-H club work more effective. There is increasing realization that you fit the program to the age level and interest of the boy or girl rather than the member to the program.

Reading the Future

This decade should see 4-H attain new heights of accomplishment. It has the support and cooperation of Federal, State, and county governments. It is an integral part of the great partnership of the land-grant colleges and the U. S. Department of Agriculture. Through the National Committee on Boys and Girls Club Work, National 4-H Club Foundation, and State 4-H foundations, industrial leaders are lending their support.

Yes, 4-H is on the high road. This issue of the Extension Service Review tells more of the story of how 4-H is meeting the challenges and how it will attain its goals.

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 2146	Winter Annual Legumes for the South—*New (replaces F 1663)*
F 2147	The Boll Weevil . . . How to Control It—*New*
L 468	The Cotton Leafworm—How to Control It—*New*
L 470	Mr. Field Crops Producer—It Pays to Use Chemicals Safely—*New*
L 471	Mr. Fruit and Vegetable Producer—It Pays to Use Chemicals Safely—*New*
L 472	Mr. Livestock Producer—It Pays to Use Chemicals Safely—*New*
G 13	Food for Families With School Children—*Revised 1960*

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4-H'ers Serve as Grass Roots Ambassadors

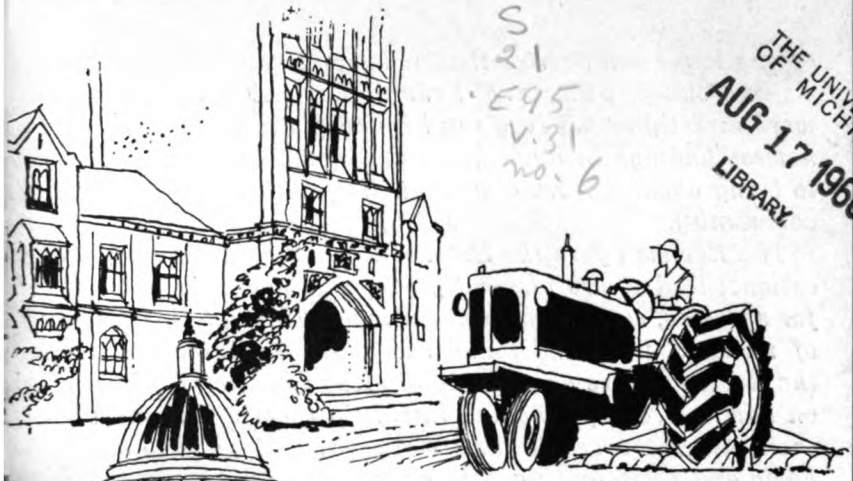
Secretary of Agriculture Ezra Taft Benson and 4-H delegation to World Agriculture Fair, New Delhi, India, look over model of U. S. pavilion. Nearly 3.5 million visitors toured the fair, held Dec. 11 to Feb. 29. The 8 boys and girls, selected from 75 nominees in 43 States, demonstrated projects and answered thousands of questions about American life, farms, politics, and education. Left to right are: Patricia Bottomley, Minnesota; Stanley Stewart, California; Nancy Nesbitt, New York; Mrs. C. P. Lang, Pennsylvania; Ferdinand Thar, Michigan; Secretary Benson; Rebecca Passmore, Tennessee; Mr. Lang; Kay Mihata, Hawaii; Paul Hendrick, Florida; and Kenneth Kehrer, Connecticut.

Paul Hendrick explains American do-it-yourself tools to fairgoers.

4-H team demonstrates American dances.

EXTENSION SERVICE Review

JUNE 1960



Putting Your Best Foot Forward

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 their home and community a better place to live.

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In This Issue

EAR TO THE GROUND

An industrialist was once asked who was the most valuable man in his employ. "Why Charlie, our elevator man," was his somewhat surprising reply.

"Charlie bubbles over with good humor. He always has a smile, a joke, or a friendly word for his passengers. After a ride with Charlie, you can't help but feel good. Charlie is the best public relations man in the entire organization."

The Charlies in Extension aren't elevator operators. They're administrators, specialists, supervisors, county workers, secretaries, clerks. They're every employee in every office of the Extension Service.

All of us come in contact with a large number of people every day. Just like the visitors to Charlie's firm, these people form their opinion of Extension through their impression of us.

This doesn't mean that we should spend all our time as "Charlies"—telling jokes and just being friendly. Nor does it mean that we practice public relations like the "men in gray flannel suits" on Madison Avenue. Public relations for Extension includes a friendly attitude and it's more than the Madison Avenue variety. As labeled on this month's cover, it's Putting Your Best Foot Forward.

This issue opens with two articles about public relations problems facing agriculture and what can be done about them. Then Director Sanders of Louisiana lists some "publics" of Extension.

The balance of the issue illustrates extension efforts in working with the groups defined by Director Sanders. These include internal publics—our fellow workers in the office and elsewhere in the organization—and external publics. Among the latter are elected officials, organizations, business, mass media, other government agencies, and the general public.

Some articles report special efforts to reach certain groups. Others tell how extension workers helped carry out community or countywide activities. Both types of activities—special events and our day-by-day work—lead to better understanding of Extension. Both show the value of Putting Your Best Foot Forward.

Speaking of public relations, mine slipped last month. I should have credited the May cover photo to Tri-County Publishing Co., LeMont, Ill. Models for this photo version of the 1960 4-H poster were George and Faye Anderson, Will County, Ill. The photo was used on a 4-H supplement to Tri-County's 7 newspapers.—EHR

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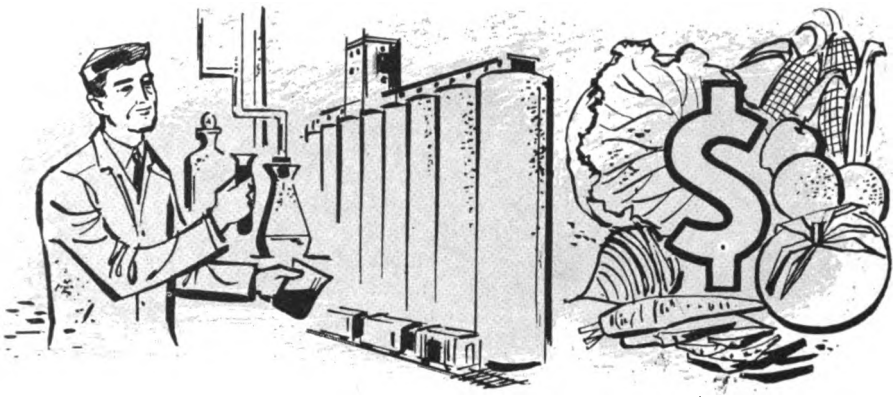


A LOOK AT THE FACTS

by EARL L. BUTZ, *Dean of Agriculture, Purdue University*

AMERICAN agriculture has become public relations conscious in recent years. For many decades agricultural producers and processors have aggressively merchandised farm products. But just recently have we felt the need to "merchandise agriculture." We now seek consumer acceptance of our policy as well as of our "product."

Smarting under an increased tempo of urban resentment about some things on the farm front, agricultural leaders sense the need to work their way out of the "public dog house" before that address becomes permanent.

Why Don't People Like Us?

We are naturally startled by the above question. We are not fully aware that people don't like us. Yet, if everyone liked us, we wouldn't be writing about the need for public relations. So let's look at some underlying reasons why we now feel the need to "merchandise agriculture."

Imagine for the moment that you live in downtown Chicago. You are several generations removed from the farm. Your work is in no way connected with the agricultural industry. Your only contact with agriculture is your grocery store and what you read in the newspapers.

What are the things about agriculture that would probably irritate you?

The underlying reasons for a hostile attitude toward agriculture may be grouped in six categories. Like all arguments, some of these are without foundation and some with. They are:

1. High food costs.
2. Big farmers are getting rich and driving big cars.
3. Heavy cost of farm subsidies from taxes.
4. Special favors for agriculture, such as cooperatives, taxes, credit.
5. Sprawling and expensive bureaucracy.
6. Agricultural research and education create costly surpluses.

Now let's examine each of these to see if they are true or untrue.

Facts and Fancies

High Food Costs. This typical urban belief is without foundation in fact. The retail price of food in America is lower now than it was a year ago, and some 2.5 percent below the level of two years ago. Indeed, it is only 3 percent above the level of 1952.

In the meantime, purchasing power of our people has risen substantially. During the same 8-year period, while food prices were rising only 3.0 points, the index of all consumer prices rose 11.9 points.

We get our foods with much less time spent earning it. And we eat more and better foods than ever before in our history. We're all "eating higher on the hog" and enjoying it tremendously.

Big Farmers Are Getting Rich. In the aggregate, this surely is not true. However, individual farmers who know their business are doing "okay" financially.

Some farmers drive big cars. But there is nothing wrong with that. Ours is an economy where the efficient and progressive are supposed to prosper. Urbanites should not condemn agriculture because successful individuals in it make a satisfactory income.

Heavy Cost of Farm Subsidies from Taxes. This urban attitude has foundation in fact. The USDA this year will spend an all-time record sum in excess of $6.5 billion. Of course, this isn't all subsidy. Not by a long shot. But in the neighborhood of $3.5 to $4.0 billion is for subsidy and price support payments.

In defense, it can be pointed out that agriculture is not unique in receiving substantial subsidy. But this type of argument is simply the pot calling the kettle black. The argument is not valid.

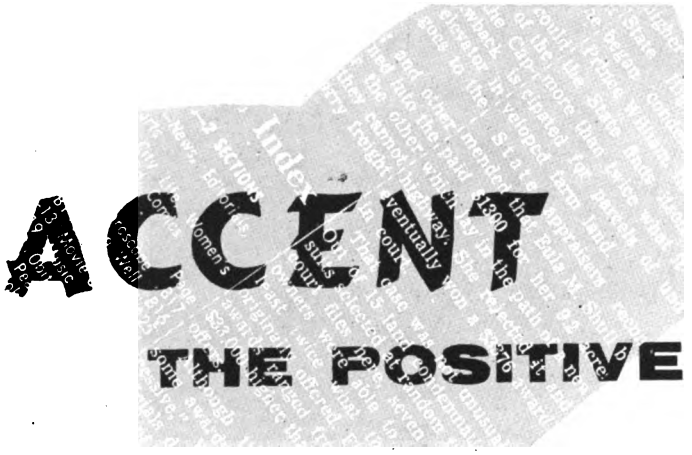
We need to get our farm programs on a more effective and a more rational economic track if we expect this urban attitude to subside.

Special Favors for Agriculture. There is truth in this attitude. Agriculture has long received special aid for cooperatives, preferential treatment on taxes, easy credit, irrigation districts, soil conservation districts, electricity and a large variety of related items.

Agriculture is not unique in this respect. Other sectors of the economy likewise have received special assistance. This is in the best American tradition.

Sprawling and Expensive Bureaucracy. There is some truth in this. USDA programs and personnel reach into every agricultural county in the country. They should and we need not apologize for this. The services performed by our agricultural exten-

(See Look at the Facts, page 122)



by ED LIPSCOMB, *Director of Public Relations, National Cotton Council of America*

FARMERS have long been concerned about the cost-price squeeze. Falling prices for the things the farmer sells and rising costs of the things he buys are responsible for this pressure.

But another and even more serious factor has been added to the equation. Now it reads: "cost-price-public opinion squeeze."

This last factor is so important that correcting misconceptions about agriculture and getting the public back on the farmer's side are the most urgent jobs facing farmers, extension workers, and everyone connected with agriculture.

If these things aren't done—and done quickly—the farmer is faced with being reduced to the status of a peasant in a land where peasantry is extinct.

Total Effort Needed

The situation is indeed dark. But there's one gratifying aspect in the present deplorable state of public relations for agriculture. It is so bad that agricultural people are finally waking up and doing something about it.

Extension workers, who are perhaps closer to the problem than anyone else, know that correcting the situation is not going to be easy.

Public opinion toward agriculture today is the product of a decade of misconstrued facts and misdirected criticism, plus complacency on the part of many people. It can't be corrected overnight. If it is to be corrected at all, however, a comprehensive program must be started immediately.

Big Job

Because of the intensity of the attacks against agriculture, the effort to stem them and turn the tide must be a tremendous one. And it must be effective from the outset, for neither agriculture nor America can afford a false start.

Several aspects of agriculture's present public relations position make doubly difficult the conversion job that must be done. Agriculture's house is already blazing and the occupants are on the defensive. Neither of these factors is conducive to an easy solution.

There is no adequate machinery in place to fight the problem. And there is no central source of adequate ammunition—positive facts about agriculture—with which to wage the war.

Many people in agriculture are interested in compiling a priority list of things to be done. More are recognizing the need for a solution to the problem. That part of the program seems to be well on the way to success.

But when the enthusiasm created by recognition of the problem is unleashed to do something about it that enthusiasm must be carefully directed toward the ultimate goal. Otherwise, pitfalls and false approaches along the way will assure failure before the program begins.

One of these pitfalls is to assume there is some sort of magic in public relations. This is simply untrue.

Like agriculture, public relations is a lot of hard work. That work is aimed at seeing that positions and policies of the group in question are understood by and acceptable to the public.

It is also untrue to assume that public relations will make people love agriculture as it is. This can only be true if agriculture, first, lives lovably and, second, tells people about it.

Everyone Involved

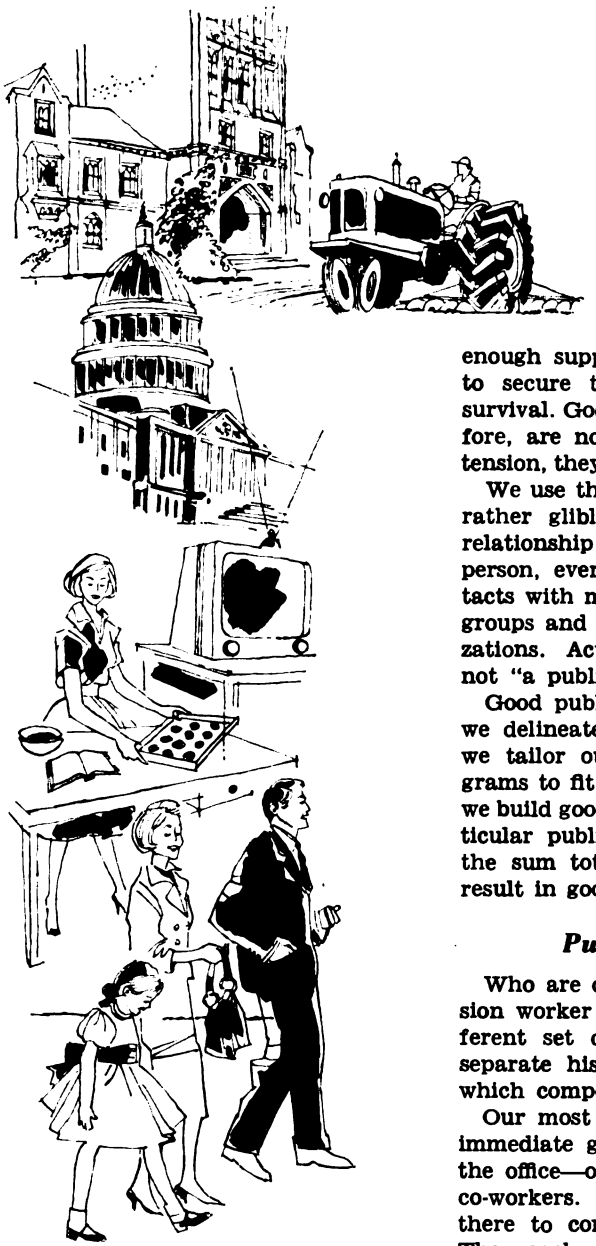
The temptation is great for agriculture to base a public relations campaign on the idea that "others get subsidies too." This might direct public wrath to other segments of the economy and provide some inner satisfaction for the farmer, but it will not improve his own position. To blame everything on politics is an equally unworkable base for agricultural public relations.

Less than half of the nation's farmers are directly concerned with the programs and crops which are the most prominent targets of current attacks. So it would be natural for many of the remainder to feel that they have no major interest in the matter.

To take such an attitude is to assume a head-in-the-sand position that leaves vital and tender parts conspicuously exposed. Farmers are farmers as far as the public is concerned, and every person connected with agriculture is involved.

To assume that the public is interested in agriculture's problems is also unsound. Although the public probably should be concerned about what happens to that segment of the economy responsible for putting food on their tables three times a day, the truth is that food and fiber in this country are taken for granted. Suc-

(See Accent the Positive, page 118)



Who Are Our Publics?

by H. C. SANDERS, *Director of Extension, Louisiana*

EVERY normal person wants to be liked by those with whom he works. He wants to be well thought of by the people he serves. He wants the people with whom he comes in contact to feel that the work he is doing is important and that his organization is worthy of support. So every normal person desires to have good public relations.

Those of us who serve in publicly supported agencies have another reason for good public relations. Publicly supported organizations must have enough support from enough people to secure the funds necessary for survival. Good public relations, therefore, are not only desirable for Extension, they are absolutely necessary.

We use the term "public relations" rather glibly. We speak as if our relationship is with one public. Every person, every organization, has contacts with many individuals in many groups and in many types of organizations. Actually, every person has not "a public" but many publics.

Good public relations require that we delineate these publics and that we tailor our policies and our programs to fit the needs of each. Thus we build good relations with each particular public. If we are successful, the sum total of our activities will result in good public relations.

Publics Defined

Who are our publics? Each extension worker may have a slightly different set of publics. Each should separate his public into the groups which compose it.

Our most important public is our immediate group in the project and the office—our closest associates and co-workers. Each of us must begin there to consider our relationships. Then each person should look at all the people who make up the organization of which he is a part—those with whom he works and associates immediately; those who are responsible to him; and his supervisors and administrators.

In the recent public relations inventory, the ECOP Subcommittee on Public Relations suggested that every State include an analysis of relations within the extension organization. Good relationships within the organization will help build morale essential to good relationships with those outside of the organization.

We in Extension are part of larger organizations. We are part of the land-grant college and we are part of the U. S. Department of Agriculture. So it is advisable that we look at our relationships with these two organizations.

Within the parent institution, each of us has relationships with supervisors, administrators, and teaching and research personnel. Good will and mutual support among the three divisions of our land-grant college will make it a more useful and more powerful organization.

External Publics

Everyone will agree that we have a public within the organization and a public within the parent institution. Beyond that point, opinion may vary as to who constitutes our publics.

All of us have or should have contact with elected and appointed officials. In fact they are a key public of Extension because they determine the appropriations which we receive.

In this public, we include members of the U. S. Senate and House of Representatives; members of the State legislature; the governor; commissioners of agriculture, conservation, and education; county officials; and now, to a greater extent than in the past, city officials, town officials, and in some areas township officials.

All of these elected and appointed officials are key people. They are leaders. They wield influence far beyond the power to appropriate funds.

We meet another large segment of our public through organizations. These include general farm organizations; commodity organizations; breed associations; educational, civic, service, labor and church organizations; special interest groups; and farm-related trade associations.

In serving agriculture and homemaking today, we have contact with many business groups. These include

(See Our Publics, page 122)

Create A Warm Atmosphere for Internal Communications

by F. L. BALLARD, *Associate Director of Extension, Oregon*

THE term "internal communications" implies spreading information within a group about things which affect the group. This group may be an entire operating organization or it may be certain segments within the organization.

A high degree of competence in internal communications means more understanding and more purposeful results throughout the entire Extension organization. This is increasingly important as Extension grows and expands programs both in width and depth.

Examination of most extension projects, particularly the newer ones, discloses that practically every one appreciably overlaps another and perhaps several others. This establishes necessity for organization-wide understanding and close and considered cooperative participation by the personnel closest to the action.

Overall Look

Communication in an Extension organization begins with the *what* and *why*. This is policy. *How*, included to establish cooperation or mutual assistance, is implementation. *When* is based on necessity of knowing why this time or that time may be the right time. *Who* clarifies relationship of staff members to actions underway and to each other.

An even greater objective of internal communications is to create spirit and a well-rounded sense of satisfaction.

In administration, much attention has been given to the mechanics of internal communication and less to the human relations factors. It is easy to set up a theoretical smooth-working plan for internal communications. But making the plan work is something else.

The plan may start with a fixed practice, such as regular staff conferences. There may be a fixed schedule for conferences about home economics, 4-H Club work, or other segments. There may be regular weekly meetings of supervisors. Where county staffs number three or more, there may be weekly staff meetings.

Periodic newsletters may be sent to all staff members from the Director. Other circulars may be devoted to philosophy, action and news. There is, of course, almost always an annual staff conference.

Probably a program for internal communications should include all or most of these. All may be conscientiously attended and expeditiously handled but still miss highest effectiveness. They may be too coldly mechanical. It may be overlooked that the people involved are persons in full right as well as official associates.

Communication involves more than a bundle of tricks. A prime requirement is a receptive atmosphere.

Communication has more ramifications than are apparent at first glance. Words, the staple item in communication, sometimes mean different things to different people. Attitudes, even if unexpressed, may be at times as forceful as words. Words may say one thing but total communication, because of attitudes, may really be something different.

Communication is a two-way process. Words from the administrator or leader go in one direction. The return flow of words, expressed attitudes, manifestations, even physical reactions, may change, clarify or soften the outward flow.

Barriers Analyzed

When the communications procedures are too coldly mechanical the return flow necessary to full communication may not develop at all. This establishes an attitude likely marked by the old phrase, "in one ear and out the other," which nullifies the whole process.

How do communication steps become too coldly mechanical? A long list of depressants could be added up but space does not permit. A few of them are: disproportionate use of available time by the administrator or leader in autocratic type presentations; obvious allegiance to a self-propelled agenda; obvious following of a time deadline; presentations from theory rather than from case examples. Any of these are a wet blanket on a staff conference.

(See Internal Communications, page 118)

Oregon supervisors discuss work of county extension councils during weekly staff meeting.

Paving the ROUTE TO UNDERSTANDING

by L. E. HOFFMAN, *Director of Extension, Indiana*

THE written word is the backbone of Purdue University's agricultural extension internal staff communications system. This is because perception through the human eye is keener than through the ear.

These written communications furnish a permanent record for easy reference. They increase efficiency and define our objectives. They keep the staff informed, an important morale factor. And often they determine a course of action.

Our rule of thumb for evaluating these communications is simply this: clarity, conciseness, accuracy, and timeliness.

Major Tool

Keystone of our system is The Purdue Periscope, a four-page bimonthly multilith publication. It is distributed to county agents, home agents, and resident staff members.

Originated about 15 years ago, The Periscope replaced an often delayed and lengthy news letter. The name was chosen in a statewide contest for extension personnel. The title is carried out in an illustration.

The Periscope carries a distinctive format and is always printed in black ink on goldenrod paper for high visibility. Agents have told me that whenever they see the distinctive goldenrod sheets they read them immediately.

The Periscope has some 15 "departmental correspondents" who submit items of interest to both county and resident staff members. Deadlines are maintained to insure timeliness of information submitted and still leave a margin for processing and mailing. A county agent supervisor is responsible for compiling the contents of each issue.

A typical issue follows this pattern: page 1—items of interest to the entire staff; page 2—information of primary interest to home demonstration agents; page 3— general agricultural and 4-H club items; and page 4—Coming Events in Indiana Agriculture.

"Coming Events" is a page of major agricultural events involving the University. These are summarized in four columns—events, dates, specific locations, and persons in charge. These events are listed chronologically according to opening day.

One of the major benefits of The Periscope as a tool in our internal staff communications system is that it reduces the number of circular letters. Of course, if an urgent matter arises immediately after The Periscope has gone into the mail, this information is transmitted by letter.

In subject matter areas, we use multilithed newsletters. The State home economics staff issues such a publication for home demonstration agents. Newsletters also are especially helpful in transmitting timely information on insects and plant diseases to county agents.

To speed up and simplify communications among the resident staff, we employ a printed checklist for action. This slip lists such items as note and return, note and pass on, note and advise me, please handle, and for your files. Thus a simple pencil mark eliminates often the necessity of preparing an interoffice memorandum.

Keeping Agents Informed

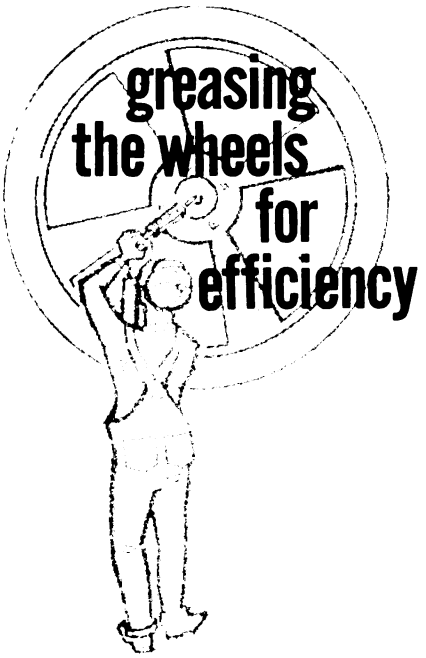
Extension specialists, when replying to requests for information from throughout the State, send a carbon copy of their reply to the county agent or home agent in the county from which the inquiry originated. This practice—which is almost universally followed by our resident staff—often heads off embarrassing situations and reduces misunderstandings to a minimum.

We use face-to-face communication methods effectively. On campus, departments hold weekly staff conferences; our extension supervisors exchange ideas in conferences every two weeks; and the 4-H club supervisors confer on a staff basis about once a month.

In counties where there are more than two agents, we encourage weekly staff conferences. At our annual conferences for extension workers, we encourage face-to-face communications by devoting a specific time each afternoon for talks between county personnel and specialists. Information desks manned by State staff members are maintained for the convenience of county workers attending the conference.

Resident staff conferences, about six a year, help obtain understanding,

(See Route to Understanding, page 118)



by GARRETT E. BLACKWELL, JR.,
Yuma County Agent, Arizona

FOR professional extension workers, efficient use of manpower stands out head and shoulders above other essentials of management. And probably the biggest contributor to efficient manpower management is staff relationships.

Good staff relations at all levels—county, State, and Federal—are essential to smooth efficient operation of an extension program. This fact is doubly important at the county level where contact with people is on a face-to-face basis. Good staff relations also become more important in multi-agent counties where there is a wider variety of staff personalities, backgrounds, attitudes, and abilities.

There are many ways to develop and maintain good staff relations. But four important factors go a long way toward greasing the wheels of good office management.

- Staff members must develop a sense of responsibility.
- Staff members must feel independent.
- Staff members must have a sense of belonging.
- Staff members must communicate.

In developing a sense of responsibility among our professional and secretarial staff, each is given definite responsibilities. For example, one person is responsible for maintaining bulletin supplies and displays; a stenographer maintains the addressograph system and mailing lists; another staff member is responsible for audio-visual equipment; and one is in charge of radio programs.

Some re-occurring responsibilities, such as monthly newsletter publication, are rotated among the agents Agents also take turns as agent-for-the-day to handle all office and phone calls that are not specifically for another agent as well as any odd jobs that arise.

Having specific responsibilities, sharing mutual ones, and perhaps being called to task by other staff members give members a sense of interdependency that lends itself to group solidarity.

A feeling of independence, plus knowledge of the cooperation and support of the group, is essential to the success of a smooth running organization. Independence, in this case, means adequate opportunity to use personal initiative, talent and ideas, within a broad framework of limitations, to accomplish the job.

Recognize Abilities

To utilize special training, talents, and preference, our agents are assigned major areas of responsibility. For example, we have agents with primary subject-matter responsibilities in field crops, horticultural crops, livestock, youth-agriculture, youth-home economics, adult home economics, and agricultural economics and administration.

Our stenographers operate on a pool system with one secretary in charge, but with each assigned her own area of responsibility. Here again talent and work preference are utilized. Stenos talented in art usually fall heir to a lot of stencil work. Some like to organize files and run the machinery while others like to meet people and answer the phone.

Recognition and utilization of these individual differences answer a definite need in the individual staff member. And they aid in smooth operation of the office.

Attempting to give or acquire dependence by becoming highly specialized in one area has advantages but it also has its disadvantages. Chief among the disadvantages is the tendency of people to establish rigid boundaries around their specialty field. Resentment toward trespassing and refusal of staff members to participate outside these specialty boundaries are sure death to a smooth office operation.

Talking Things Over

Communications basically is a matter of developing understanding among the people involved. Weekly staff conferences contribute to the development of staff members' sense of belonging, security, and importance.

Everyone aspires to achieve status in the groups in which they participate. An extension staff is no exception. It's difficult for us to raise our own self-concept. So others must help us accomplish this.

Each of us needs to share freely with others who have similar interests. Staff members need to get well acquainted so that it is easier to bring up subjects about which they are uncertain or which might embarrass them among less familiar folks. We need a chance to exchange and compare observations, share interpretations and feelings about the behavior of the people with whom we work. We need to be asked questions which wouldn't have occurred to us.

All these experiences help us see that our original perceptions, interpretations, judgments, and feelings were not the only answers. Our co-workers seldom see or feel as we do when we are all looking at the same problem. Their ideas add new perspective to our attitudes. They help us (and we them) to see our course of action more objectively—less colored by our own biases.

Good human relations — understanding human needs, recognizing causes for human behavior, and being able to build on these needs and motives—are the basis for getting the most out of any group.

The family approach is often used in extension programs. The old ad-

(See Greasing the Wheels, page 120)

BUILDING A PROGRAM AND GOOD RELATIONS

by HOWARD H. CAMPBELL, *Nassau County Agent, New York*

During the past 30 years the characteristics of Nassau County's population have changed markedly. From 303,000 persons in 1930, the population has increased to 1.3 million today. The number of farmers has declined from 576 to 125, most of whom are commercial florists.

Suburban homes and businesses have taken over much of the commercial agricultural land. Nassau County is no longer a rural area. It is part of American suburbia.

Easing the Changes

These transformations have brought about many changes in extension work in this county—a transition made easier by the executive committee's foresight many years ago. The changes include the kinds and numbers of persons the agents deal with, the types of problems presented, the size of the extension staff, and the methods used to ascertain people's needs and to supply the information.

When I began work in the county 32 years ago, I was told that my first responsibility was to the farmers. But I was to work with others too, for after all, good public relations were important, and everybody's tax dollar was helping to pay extension's bill.

Today the situation is substantially altered. The requests of thousands of suburban residents occupy most of the extension staff's time. The farmer, too, is served no less effectively than in the past.

Farmers and suburban residents actually have many of the same needs today. They both want help with gardens, landscaping, house and grounds improvement, leadership and advice in 4-H activities and home economics.

The interests of nonrural residents, however, tend to dominate the scene. An indication of this is that the most important crop today in the minds of Nassau County residents is turf grass—more than 53,000 acres of it, 35,000 of which are in home lawns.

Lawn Demonstrations

To meet the demand for information and improvement, the Nassau County Department of Public Works established 3 acres of experimental and demonstration plots in Nassau County Park. Demonstrations are planned by Robert C. O'Knefski, associate county agent, for the thousands of "grass-conscious" people who come to the field days to observe and ask questions.

Another means devised to deal with the ever-increasing flood of questions is the 1-minute recorded telephone message. Each week during the gardening season, five timely messages are recorded. These usually alert people to impending garden problems.

The response to this device has been excellent. Calls for recorded information range from 500 to 2,000 a day.

The recorded information is also mimeographed and sent to garden centers, many of which have been established by former farmers in buildings they retained when they sold their land to home builders. Already acquainted with Extension's agricultural program, they now serve as "ambassadors of good will" and pass along information usually based on extension recommendations.

This service has greatly increased the number of calls coming into the extension offices. The name of each person who calls the office or comes in personally is recorded and the problem area of the call is listed. We also note whether the call was taken care of by an agent or the secretary.

This information is valuable when the recorded messages are outlined for the coming week. It indicates the problems of present concern and makes the staff aware of situations that need attention.

Other forms of the expanded extension program include aiding groups previously believed outside the

(See Building a Program, page 118)

Thousands of suburban residents attend field day programs on lawns, gardens, landscaping, and home grounds improvement. Sign in background gives credit to cooperating agencies.

Improving Relations with County Officials

by V. G. YOUNG, *State Agricultural Agent, Texas*

COUNTY judges and commissioners of Texas have an important part in the extension program. The counties support about 31 percent of the total extension budget in Texas. This support justifies every effort to keep these officials thoroughly informed on extension activities.

With this phase of public relations in mind, a conference was planned that would be helpful to county judges and commissioners in their individual functions in county government. The results after two conferences have been most satisfactory. County officials have made such remarks as, "We've been able to save our taxpayers thousands of dollars when we applied methods learned at the conference."

Extension Values

Extension personnel also have voiced their appreciation of results. District agents observe a warmer and more friendly attitude on the part of officials who attended the conference.

Each Texas county is divided into four precincts, with one commissioner elected from each precinct. The four county commissioners and the county judge constitute the county commissioners court. This is not a court in the usual sense but is an administrative body.

The county commissioners court has supervision over the county budget and thus is interested in county extension work. In some counties it formulates the budget; in others it reviews and approves or disapproves a budget submitted by a county auditor or other fiscal official.

The idea of a State conference for county judges and commissioners was submitted first to the officers of their State association. They were eager to co-sponsor such a conference with the Extension Service.

Some doubts were expressed, however, whether the conference could be successful if the program were merely a "show window" that would attempt to do a selling job for Extension. So the program committee for the conference was careful to avoid any presentation that would give such an implication.

The conference was planned to present only information helpful to the county commissioners and judges. This planning was so thorough that some separate sessions were held for the two groups to discuss problems of interest only to the specific groups.

When all registrations were counted at that first conference in February 1959, they showed 102 counties represented of the 254 counties in Texas. More than half of the 275 persons attending had never been on the Texas A. & M. College campus before. This demonstrated the value of holding the conference at the land grant college. Registrations for the second conference in 1960 included about 200 who attended the first conference.

Based on Research

Much of the program information was developed from research of the Texas A. & M. College System. Six extension specialists related the results of research on such topics as systems for reevaluation of real property and use of herbicides on brush and grass control on right-of-way. Another topic of interest to the group was, "How are your public relations?" Topics discussed by other authorities included shop records and road machinery maintenance.

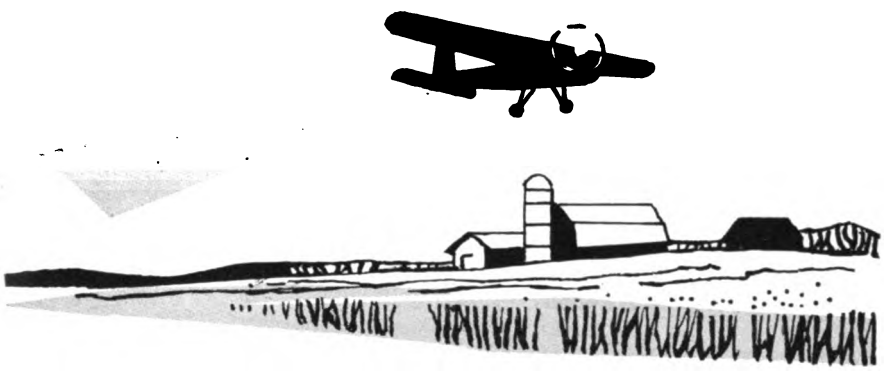
Exhibits showed the functions of various parts of the Texas A. & M. College System and where informa-

(See County Officials, page 124)

Between sessions, judges and commissioners view exhibits and discuss individual county problems.

Officials designate their home county on map showing "Who's Here" at the conference.

COOPERATION solved the prohlems



by CEDRIC d'EASUM, *Assistant Extension Editor, Idaho*

Bugs in clover and weeds in wheat provided opportunities for two examples of public action in Idaho. In each case, cooperation helped solve the problem.

The clover bud caterpillar showed up in Idaho County in 1958 after 10 years of dormancy. Numbers were large enough to threaten serious damage to White Dutch and Alsike clover seed, a major crop in the county.

The caterpillars appeared in June and the clover was well developed. The situation was critical.

A few trials showed that DDT did not kill the caterpillar. So a chemical to do the job had to be found in a hurry.

Joint Effort

"Everyone went to work," says George Cook, county agent. "Growers, the supply warehouse, chemical companies, and the commercial sprayer joined in the effort. There was fine spirit of mutual planning. I phoned the entomology department at the University of Idaho and they got right on the job."

Because the bud caterpillar was protected in its curled position under the leaves, it was not touched by contact sprays. Fumigation was necessary and the insect specialists recommended parathion.

Doug and Harvey Nail, clover seed growers, obtained the chemical and saw that safety precautions were followed in its use. Fields were posted and signs placed on roads. This caution paid. There was no injury to man or beast.

A spray plane dropped the mist in early morning. Bud caterpillars died by thousands and the crop was saved. In certain areas damage was too far advanced to remedy but most of the acreage developed healthy seed.

The Nail brothers use bees for pollination and for honey. There was a chance the chemical would kill bees but early morning application spared them. The chemical hit the clover fields before the bees were active. So bee losses were slight.

"We learned what to use and when to use it as a result of this cooperative job," County Agent Cook says. "We were ready in 1959 but the caterpillars did not come back."

Thanks to blending of efforts in an atmosphere of cooperation, the program was successful. Idaho County is going right on raising clover seed.

Latah County farmers took a whack at weeds. Like those in many counties, Latah farmers know weeds are expensive.

Winter wheat accounts for nearly 40 percent of Latah County's farm income. So weeds in wheat are the biggest problem. They also plague barley, peas, oats, and other crops.

The county advisory committee nominated weeds as the number one problem. The county has 1300 farms averaging 300 acres each. Annual loss because of weeds is estimated at $800 per farm. Canada thistle is most common and morning glory is next.

To do something about this $1 million annual bite in farm income, the program projection committee took steps to pull some of the teeth. The people of the county organized 20 community weed districts with local responsibility.

Community control was chosen as the best way to tackle the problem. This gives each area the responsibility for efforts to fit its own situation. Each weed control district elects several committeemen, with one member serving on the county committee.

Each district committee decides what it will do and how. They arrange educational meetings, help farmers schedule spray equipment, and seek cooperation of owners of non-agricultural land having weeds that may spread.

Committeemen report to the county weed supervisor those farmers requiring help in weed control. Persuasion rather than force is the policy.

Widespread Benefits

In a little more than 2 years, community action on weed control has convinced leaders the job can be done. Nearly 100 committeemen are involved and more than 400 people have attended weed meetings. The advisory committee says there is increased cooperation by owners of timberland and other non-tillable land.

Latah County commissioners support an annual weed day when hundreds of farmers learn how to rid themselves of the million-dollar millstone. There has been more enthusiasm for weed research and recommendations of the University of Idaho. A weed fighter organization spearheads a continuous effort and works closely with the extension weed specialist. Members of 4-H clubs have developed greater interest in weed projects.

"The idea of community action is helping to get the job done," says County Agent Homer Futter. "The people recognize the need for cooperative control. The feeling is optimistic and the results are encouraging."

WORKING WITH BUSINESS

by HAROLD E. JONES, *Director of Extension, Kansas*

AGRICULTURE is more than farming. The word "agribusiness" better describes the multitude of occupations that depend upon agriculture for their livelihood.

Agribusiness means employment for people. Forty percent of the labor force of Kansas depends solely upon agriculture or agricultural industries for their employment. Payrolls for Kansas workers supplying the needs of farm operators and handling farm products total $352.5 million annually.

All segments of the agricultural economy are highly interdependent. It is not possible to conduct an educational program which adequately serves the farmer-producer without influencing other phases of agribusiness. Helping these firms become more efficient benefits all of agriculture, including the farmer.

Extension's Role

Extension, backed up by research from the U. S. Department of Agriculture and the land-grant universities, can help increase the efficiency of agribusiness firms. Successful cooperation with these firms depends upon our willingness and ability to offer educational programs of direct benefit to them.

Traditionally, Extension has worked with credit, machinery, feed, fertilizer, and marketing firms. But our purpose has been to secure their assistance on programs of primary interest to the farmer. These companies also have problems which Extension can help solve.

The principles of extension programing and basic teaching methods used successfully with farmers apply equally well to cooperation with agribusiness firms. Facts must be assembled which are specific to the operation and management of these industries. Then the manner in which these facts are presented is essentially the same as in the teaching of farm management and production practices.

Representatives from agribusiness must be involved in planning educational programs for the industry. They respond just as eagerly as farmers to personal contacts, demonstrations, meetings, and publications which carry information helpful to their business.

Different Approach

The major change in approach lies within Extension. Our county agents are no longer the front-line teachers when we deal with agribusiness firms. This is a job for specialists. The firms cover too large an area to be handled by the county staff. Just like farmers, firm management expects extension people who work with them to be well informed about their industry.

Fortunately, the number of key people in an agribusiness industry is not large. It does not require many trained extension personnel to operate a successful program with any single industry.

In Kansas, Extension has worked successfully with a number of agribusiness industries, including rural bankers, grain elevator operators, feed manufacturers, implement companies, fertilizer dealers, milk processing plants, livestock marketing firms, and retail food dealers. The manner in which we cooperate is illustrated by our program with retail food dealers.

Until 3 years ago, we had no cooperative program with retail food dealers. The industry had little reason to be familiar with Extension programs.

However, sufficient experimental data were available from USDA and other sources to form the basis for a strong information program. We were confident that our teaching methods could be adapted to this program.

We went through several well-defined steps in reaching our present stage of cooperation with the retail food industry. These included:

1. Staff preparation. Facts were assembled about how the industry operated; what intra-industry organization existed for mutual exchange of information; what experimental data were available for improvement of industry practices.

Our specialist, Sykes Trieb, visited other States with similar programs and attended conferences where information was presented by industry and USDA specialists. We discussed the program thoroughly with Lewis P. Norwood, Federal Extension Service specialist.

2. Introduction of Extension to industry. The specialist visited several individual firms.

3. Formation of industry advisory committee. Twelve key people representing more than 2200 food retail stores, a substantial portion of the industry in Kansas, met with us at the University. For most, this was their first visit to the campus except to attend a sports event.

These industry people were greeted by our top administrators and the operation of the Extension Service and its programs thoroughly explained. Broad objectives were outlined for a possible cooperative program with the industry.

The advisory committee helped plan a food retailer conference to kick off the program in the State. They seemed to welcome Extension's interest in their problems.

How It Works

4. Presentation of program to industry. More than 250 industry representatives attended the food retailers conference which introduced the extension program to the industry.

5. Establishment of demonstration stores. Demonstration stores are the heart of the retail food dealer program. Store locations were selected where new practices could be demonstrated and other stores could bring key personnel for training.

The plan was to establish several of these stores covering most geographical areas and most of the different types of stores in the State. These were to range from small neighborhood operations to member stores of large chains.

The extension retail food specialist

(See Working with Business, page 124)

TOWN AND COUNTRY MEET

by R. B. DONALDSON and W. F. JOHNSTONE, *Extension Economists*, and P. G. HARR, *Assistant 4-H Club Leader, Pennsylvania*

IT'S proven—economics can be exciting and interesting. More than 200 older youth participating in Pennsylvania's new Town & Country Business Program will testify to the life and vitality in marketing, business, and economic topics.

Pennsylvania folks don't claim a magic formula. But they've found that by taking older youth and a half dozen or more local business firms, mixing with some well defined educational objectives, plus leaders from business and agriculture, you come up with a significant and intensely interesting older youth program.

This all started two years ago when the Federal Extension Service and Penn State entered into a contract to research, develop, and demonstrate a youth program with these objectives:

- Provide greater understanding of business as it operates through firms closely associated with agriculture.
- Teach basic economic facts that will help participants better fit themselves into the modern social and economic structure.
- Explore employment opportunities in business closely related to agriculture.
- Give youth who will go into farming a better appreciation of problems of agricultural marketing.
- Point to the needs and benefits of training and education for youth who anticipate employment with agricultural business firms.

The program has been enthusiastically received and supported by business firms. Participating boys and girls have shown unusual interest and county extension personnel are pleased with the initial experiences. Local leadership has not been difficult to obtain and parents have given full support to the program.

Interviews with business firms, youth leaders, and county personnel served as a basis for formulating the program. As developed, the Town & Country Business Program is slanted toward the interests of maturing boys and girls, generally beyond the 10th grade level. Both rural and urban groups are enrolled in the program.

Keys to Understanding

The technique involves use of Key Points and Key Visits. A Key Point is a presentation that emphasizes the important phases of marketing and business management. Key Points have been prepared for many functions and institutions of marketing.

Key Point Meetings place emphasis on a selected Key Point and are usually presented by the business leader. They employ various educational techniques. A flip chart presentation, visuals, and discussion groups are common in a Key Point Meeting.

Two weeks following the meeting, the business executive is host within his facility to the youth participating in a Key Visit.

The Key Visit extends the abstract ideas of the Key Point into real life situations. Economics, marketing, and business practice become alive through proper use of the Key Visit. The firm becomes the "project," so to speak, of the program. Methods have been devised to make the Key Visit more than a typical tour—they are realistic teaching tools.

The business executive is the club's technical leader during the two sessions in which he participates. The groups also have an organizational leader.

Glenn Harr, assistant State 4-H leader, declares, "This is one way of modernizing the youth program in line with today's agricultural trends."

Aubrey Vose, area marketing agent, says ". . . The Town and Country Business Program creates new contacts and new clientele. For many business firms this program represented their first contact with Extension."

". . . Opens the door for additional Extension activities with business firms." writes George Mansell, assistant Montgomery County agent, who has a second group participating in the program.

During September and October 1960, regional meetings will be held in various sections of the country. The purpose of these meetings will be to introduce the Town & Country Business idea to Extension workers who might guide the program in their states; review written materials and visuals available; explain the techniques of organizing and operating the program; and demonstrate the great potential of this program in implementing the Scope Report.

Assembly, packaging, grading, transportation, and retailing are among marketing steps learned in Key Visits to various firms.

INTERNAL COMMUNICATIONS

(From page 110)

In the case of newsletters and circulars, overpreachment on the basis of theory precludes warm acceptance. This type of communication should garnish any presentation of theory and discussion with praise for good accomplishments and significant personal news notes.

Since communications take deeper root in a pleasant atmosphere, the staff conference may start with a social half hour, perhaps with coffee. If 85 to 90 percent of the discussion comes from the floor, this will contribute substantially to building understanding.

Questions and expressed opinion from participants invariably clarify and emphasize where necessary. Neither agreement nor understanding are assured by the silent acceptance of long harangues by a discussion leader.

Staff Conferences

County staff conferences with a short-time deadline and consisting mainly of a recital of where each staff member is going to be each day, and perhaps announcement that a district supervisor will be in the county Thursday, do little to promote communication. Just how each staff member can help another member through the coming week and full and free discussion of the problems in sight or expected, with jointly arrived decision as to how to overcome them, warm the conference and help bring real communication.

The administrator, in setting up provisions for internal communications, looks beyond mere mechanics. He goes all the way back to selection of personnel, aware that it requires integrated persons to make an integrated team. He believes that persons who play well together will work well together. So he influences social contacts.

In selecting persons for key positions, he looks for status achieved by earned leadership rather than by bossing. He is aware that there is an art in group discussion. With one trend in extension pointing toward more teaching through committees and small groups, up-to-date training in successful techniques is a must.

The administrator knows the accepted principles which are tremendously effective in communication. He thinks of many other avenues leading to those levels of receptiveness which add to the success of his decisions.

In short, the administrator subscribes to the reality that conditioned receiving may be as important as managed dispatching in establishing full understanding.

BUILDING A PROGRAM

(From page 113)

domain of county agents. They address service clubs, civic organizations, and garden clubs to bring them the latest information. Besides turf grass, demonstrations are given on trees, shrubs, vegetables, fruits and flowers. Assistance is also given to commercial vegetable and flower growers in the area.

It was not difficult to add the necessary personnel as the program grew. The need was evident and the board of supervisors willingly appropriated additional finances as required.

There is little question which should come first—the funds or the program. Experience in this county indicates that the need demands a program and the program then obviously calls for funds.

Having been favored with foresight, good planning, sufficient money, and an effective staff, the Nassau County extension staff feel rewarded by the outcome of the urban expansion program.

ACCENT THE POSITIVE

(From page 108)

cess for agriculture's public relations efforts can only come when the public is convinced that agriculture's problems are of pocketbook concern to the consumer and his family.

A solution to agriculture's public relations problem, then, means avoiding false leads and blind alleys and approaching the problem with a positive program. Such a program will include these three vital steps:

- Farmers should push their individual organizations hard to make them step up their efforts in working toward a solution.
- Farmers should lead their local activities boldly, for it is at the local level that the outcome largely will be determined.
- Everyone in agriculture must take long, searching, and frequent looks in the mirror to make sure that what they do merits approval.

Without these assurances from the mirror, the public relations program cannot succeed.

Although farmers themselves must carry out their own public relations program, they will surely be looking for assistance. Extension workers have an opportunity to provide much of the generalship needed in directing activities to combat the problem. They can alert farmers to the consequences of not doing anything about it. They can help implement programs on the local level.

Extension workers can use their hard-earned influence with editors and broadcasters to help the farmer convert his attackers. They can see that the farmer avoids a tendency to talk exclusively to other farmers about the problem instead of to the people who need to hear.

It is imperative that extension workers seize the initiative in this matter. The future of American agriculture depends on the success of these public relations efforts.

ROUTE TO UNDERSTANDING

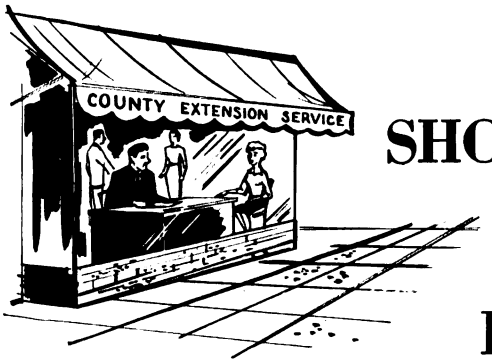
(From page 111)

particularly on policy matters. Usually, the last 30 or 40 minutes of these conferences are devoted to questions from staff members.

Research shows that the human memory retains clearly only about 10 to 15 percent of what a person sees and hears. So we try to overcome this barrier by emphasizing the importance of communications and by training staff members in how best to communicate.

County and State staff members have received workshop instruction in basic communications, oral communications, written communications, and audio-visual communications. This in-service training provides good discipline for both the communicator and the recipient.

A system of clear, concise, accurate and timely communications binds a smoothly functioning organization into an integrated whole.



SHOW WINDOW for EXTENSION

by JOHN J. SMITH, JR., *Spalding County Agent, Georgia*

THE county office is the show window of the Cooperative Extension Service. On its shoulders rests the responsibility of presenting to the public the desired, favorable impression of Extension.

The people that come to the county office are not there because they think you are a fine person or that you will tell them the latest joke. They come because they want information.

Instilling Confidence

The reception callers receive will determine how often they will return. A person's problem, to him, is large and should be treated as such. Be pleasant, be sincere, and above all, be accurate.

A friendly attitude is essential to instill confidence in the caller. If the caller has no confidence in you, then he will place no confidence in your information even though he may realize that the information is backed by years of research.

I know an actual case where the farmer did not adopt an approved practice just because the information was given in a gruff, high-handed manner. The farmer admitted that he thought the information was good, but he didn't think that he would try it.

I try to make each person feel welcome by rising from my chair as he enters my office, greeting him with a smile, and offering him a seat. If I possibly can, I call him by name. Every person thinks his name is important whether he sees it in print, hears it on the radio, or is addressed personally.

Then I ask the visitor if I can be of assistance to him. The stage has been set— I've tried to make him feel welcome, seen that he is comfortable, and placed myself at his disposal. I let him bring up the subject of his visit so he won't think he is being rushed or that I am too busy to spend any time with him.

Our time is valuable and the tendency today is to place great emphasis on mass media, group meetings, and other ways to cover as much ground as possible. But some of the best Extension work that has ever been accomplished has been through personal contact. Mass methods are good and they are necessary, but let us not lose sight of the individual and his problem.

I don't give a farmer a bulletin and tell him to go home and read it. I like to use a bulletin while discussing his problem, mark specific places for reference as the conversation progresses, and then let him take it home for reference.

Occasionally a farmer will just drop by for a bull session. If time permits, a great deal can be learned about our public during such a session. However, it is also desirable for farmers not to think of the county extension office as a place to loaf.

It is up to you to build the right kind of image in the people's mind. Then they will think of the county extension office as a place to obtain information, courteous service, and an understanding attitude.

Several farmers in Spalding County seldom visit our office but they are chronic telephone callers. These people are just as important as the ones who drop by the office. They generally have specific questions and need specific answers.

In answering the telephone, your voice conveys your feelings. The telephone does not carry a smile, a friendly handshake, or a pleasant disposition. These things must be carried by voice alone.

After your secretary answers the telephone and tells you who is calling, you are on your own. You are now in a position to make or break the conversation. The way you proceed should be cordial and as if you really want to talk to the person.

A personal inquiry goes over big, such as a question about his family, his crops, his livestock, or some other items with which you are familiar.

This part of your conversation should be brief as time is probably important or the caller would have made an office visit.

Facts at Hand

For telephone calls a complete, accurate, and easy filing system should be kept on the latest information. Nothing distresses a person calling more than to wait while you fumble around a cluttered desk or an inadequate filing system looking for the answer to a question.

A way I find to be effective is to ask the secretary for a file while discussing the problem in a general way. This can be accomplished by placing your hand over the mouthpiece while the caller is answering a question. So no time is lost and the caller is assured of your undivided attention.

Returning a call is a must. When you have been out of the office and your secretary reports someone has called, return the call as soon as possible. This will instill confidence in those who call that you feel they are important.

The first qualification for a county agent is to have a genuine desire to work with people. When this is firmly established, then good public relations are easy. Do what comes naturally—a friendly and cordial welcome, offer your assistance, be accurate, be sincere, treat others as you would like to be treated.

I have found no hard and fast rules to use in dealing with our many publics. The ideas stated above however, have helped make my job enjoyable.

Foundation for Good Farm-City Relations

by GEORGE E. LAMB, *Gloucester County Agent, New Jersey*

RELATIONSHIPS between farm and city people in Gloucester County fell to a low point 12 years ago when 3,800 Puerto Ricans were brought into the county to help harvest vegetable and fruit crops.

They were housed in an old CCC camp which had been used as a prisoner-of-war camp. The barbed wire was still up and we left it there to protect the laborers' personal belongings.

But wild rumors began to spread that these dangerous men had to be kept behind barbed wire. Parents feared for the safety of their children and criticised the farmers for bringing the Puerto Ricans into the county.

Information Tour

The County Board of Agriculture decided that the best cure for the situation would be to bring press, radio and magazine people into the camp to see for themselves. So the board, in cooperation with extension workers, arranged a tour of the camp. Results were so good that similar tours have been held each year since then.

The tour is held the first Monday in August. Guests assemble in the county seat where those who don't want to drive their cars board school buses. They are taken to several farms and a business related to agriculture.

Last year, for example, we went to a 35-acre mink ranch, a 90-acre irrigated vegetable farm, and a farm which specializes in growing mushrooms. The tour concluded with a visit to the largest general store in the county.

A feature of the tour was an interesting 4-H demonstration on "Milk, From Morning 'Til Night."

The tour is climaxed with a social hour and chicken barbecue dinner. Following the dinner, an informal discussion of farm problems is conducted.

The city folks get a firsthand picture of the production and marketing problems facing our farmers. And as our guests depart, they receive gifts of peaches, blueberries, or other farm products.

The Gloucester County Board of Agriculture foots the bill for this annual tour. Last year 135 persons participated, including representatives of industry as well as the mass media.

Several months before the tour a "save the date" postcard is mailed from the extension office. Later a formal invitation is sent over the signature of the chairman of the county board's public relations committee.

The Extension staff prepares a mimeographed handout which gives detailed descriptions of each place visited. This is effective in stimulating press, radio, and magazine coverage.

Most of the work of arranging and conducting the tour and dinner is done by the farmers. The extension agents are, of course, closely tied in with the event but we don't run the show. For example, the chairman of the county board's agricultural committee is in charge of the barbecue.

Related Activities

The county board owns 11 welded steel barbecue pits and, as a public relations gesture, these are rented at a reasonable fee to other organizations. The Extension Service holds meetings to instruct representatives of these groups in the use of the pits and community meal planning and preparation.

Other planned public relations programs include two Kiwanis-farmer functions which have taken place annually for more than 30 years. The Kiwanis are hosts in the spring and the farmers hosts at an outdoor affair in the fall. Over 250 attend these functions.

A later development had been observance of Farm-City Week for the last 2 years. Farmers, businessmen, and industrialists visit an outstanding farm and then make a tour of a major industry, with luncheon in the plant's cafeteria.

At all of these affairs the County Board has been honored with the attendance of our U. S. Senators and Representatives, the Governor, State Senators and assemblymen, and county and municipal officials.

Each year the women's extension council entertains at dinner the county's State legislators, freeholders, and members of the executive committee of the County Board of Agriculture. Some phase of the home economics educational program is portrayed to the group.

Many other events with a public relations angle, such as the annual 4-H fair, are participated in by our staff.

A well-planned public relations program provides the foundation for better urban-farmer relationships. And it effectively creates a desire among farmers to further their own cause through cooperative effort.

GREASING THE WHEELS

(From page 112)

age, Charity begins at home, certainly applies in this cause.

The family approach to a smooth running office dictates certain basic needs. These include shared and specific responsibilities, feeling of independence, sense of belonging, feeling needed, dedication to group objectives and values, and ample opportunity to develop and improve understandings.

This goal cannot be obtained by just talking about it. It requires an action program that assigns responsibilities; plans, works, plays together; shares ideas and experiences; and recognizes individual differences.

The Golden Rule is a good guideline in extension staff manpower management. It will get the most done over the long haul and maintain a smooth running organization.

Steps to Better Relations with Mass Media

by HAROLD B. SWANSON, *Extension Editor, Minnesota*

ONE of our Minnesota editors jokingly has said, "personal contacts get things printed that never should be printed." No doubt about it, personal contacts pay off. In fact, they are essential in improving relationships with mass media.

Some time ago I interviewed several leading Minnesota newspaper and radio men and asked them specifically what they thought county extension agents should do to improve their relationships with the mass media. Recently Minnesota agents have indicated special devices they use to do the same thing.

Know Your Audience

First, let's look at what press, radio, and TV want. Really this is knowing your audience.

1. *Timeliness* — One editor says, "The most important thing is promptness. The only item I like to receive at deadline time is the one that is so fresh and so recent that it couldn't possibly have been presented before."

2. *Followup*—Nothing irritates good news men more than publicizing an event widely and then giving no followup. Another editor says, "With many University specialists visting most communities, there should be a steady stream of before, during, and after stories. More often it boils down to two lines saying that, "Dr. Doe was here for the day."

3. *Newsworthiness*—One radio man says, "Frankly, the biggest problem appears to be that many extension workers have little idea of what is important from a news standpoint."

There is no general rule on what is news. Broadly speaking, however, news must have at least one of these characteristics: newness or recency, importance, nearness to point of publication, unusualness, human interest, seasonableness.

4. *News Style*—As one editor says, "The easiest way to write a story is to follow a secretary's minutes. However, the news writer selects the most important thing for the first paragraph or lead, covers the less important things further down, and omits the purely routine matters."

Radio and newspaper styles are not always the same. To save time, however, you usually send both the same material. Test your writing by reading it out loud. If it reads smoothly, it's probably suitable for both radio and press.

5. *Localization*—Mass media look at the local slant differently. Some use material affecting local readers, no matter where it comes from.

Others want complete localization. One weekly editor says, "We don't believe we can compete with dailies, radio, TV, farm journals etc. So we become specialists to give our readers the kind of news we don't think they can get or at least get as thoroughly from other sources—local news about our community and its people. If copy is to have meaning for us, it must have the local slant."

6. *Personal Contacts*—Here both sides learn first hand what each can and cannot do. No amount of correspondence can substitute for this.

When you're planning a special campaign, editors and radio men can give you valuable advice and at the same time become involved in your plans.

7. *Equal Treatment*—Treat dailies, weeklies, and radio stations alike. It's impossible to lay down any rule for all local situations involving local weeklies, dailies, and radio stations. You have to play this by ear!

8. *Acceptable Form*—Both radio and press want copy typed double spaced with 1 to 1½ inch margins.

You probably can't mimeograph your stories, so you'll send carbons to most outlets. Nothing is more irritating than an illegible seventh carbon. So give everyone legible copy even if it means typing the story twice.

Some radio stations want scripts for interview. Check with them on how many copies they need. Don't use onion skin for radio releases or scripts because its rattling is distracting.

When sending tapes to stations label them with your name, interviewee, topic, and length.

9. *Technical Knowledge* — You should know such press and radio terms as contact, enlargement, glossy, matte finish, cut, mat, recording speed, single-track or double track recorder.

10. *Regularity, Dependability.* — Your relationships with press and radio must be absolutely dependable. If you promise a weekly program or column, deliver and deliver on time. In Extension especially it's a good idea to maintain a good regular weekly news service to both press and radio. You're more likely to have regular space or time available to you.

Steps Beyond

While these everyday steps to better relationships form the basis of any good mass media program, most agents go further.

Giving news and radio men special invitations to banquet and ceremonies is a common practice. For example, the West Polk County staff, working with local bankers, invites all local newspapers as guests at their annual 4-H leaders' recognition dinner.

Cletus Murphy, Waseca County Agent, and his associates sponsor an annual dinner for editors and their

(See Mass Media, page 124)

LOOK AT THE FACTS

(From page 107)

sion personnel, for example, bring returns many times their cost. We should be proud of the job being done, rather than apologetic about the cost.

Agricultural Research and Education Create Costly Surpluses. This charge is unfounded. Research and education create abundance. This is desirable. Unwise price and distribution programs create the surplus.

An abundance of food and fiber, produced efficiently and merchandised effectively, is the very cornerstone of a strong and expanding economy like ours. This can be attained only through the full application of science to the agricultural industry.

What To Do

Agriculture's public relations program must employ a dual attack. In the first place, we must correct the misconceptions the non-agricultural public has about us. We must convince them that their food is not expensive, and that food producers, processors, and distributors are not "rolling in wealth" at the expense of consumers.

However, this is essentially a defensive technique. It is not the sole line of attack our industry must pursue. Indeed, it is not even the main line of attack.

Positive Approach

The second prong of agriculture's public relations program must be designed to "correct our own errors." We have observed above how some bases for the hostile urban attitude toward agriculture are pretty well founded.

We must stress efficient agricultural production and marketing. The productivity of our farmers and ranchers has grown twice as fast as the productivity of workers in industry.

Since 1950, output per manhour in non-agricultural industry has risen 2 percent per year. Increased output per manhour in agriculture has averaged 5 percent per year. This has been possible through the widespread application of research and education to the whole agricultural front.

We must combat the philosophy that sometimes rears its ugly head and asserts that, because of current surpluses, we should "declare a moratorium on research and education."

This is a false and dangerous doctrine. It was preached in 1920 when post-World War I surpluses developed. Think where we would be today if that philosophy had prevailed forty years ago.

It was preached again in 1941, just before World War II, when surpluses again plagued us. Think for a moment where we would be today if we had listened to that just 19 years ago.

The best way today to stop the steady march toward fulfillment of the American Dream would be to pull the rein on agricultural research and education. This we must never do.

Our goal in agricultural research and education for many decades has been to raise the level of farm incomes. On the whole, we have been rather successful. Let's admit success, rather than shout failure.

Living Right

Someone has defined public relations as making people like you. Another person has said public relations is doing your work in such a way that the public develops an appreciation of you and your work.

The definition of public relations that I like best is living right and getting credit for it.

There is nothing unique about a public relations program for agriculture. The publics we try to reach are people, just like everyone else. They react just about like any other group. They understand and appreciate the truth as readily as most people. And they can detect "baloney" quicker than most people.

Public relations is not the art of applying whitewash. It is not alibi and intrigue. It is not high pressure propaganda. It is not selling a "bad egg". These are simply short-time expedients. They don't produce lasting results.

The best public relations program is to live so that you don't need a public relations program.

OUR PUBLICS

(From page 109)

organizations furnishing the supplies needed in agricultural production and homemaking and the organizations which assemble, process, transport, manufacture and distribute agricultural commodities and other materials essential to efficient agricultural production and a satisfying home life.

Most of us read newspapers and magazines, listen to the radio, and watch T. V. Mass media have an enormous impact on the lives of the American people today. Every extension worker, to have a really good public relations program, must be aware of his relationships with the personnel in these media of disseminating information.

When I started in extension work 30 years ago, there was only one other agricultural worker in the parish. In that same parish today, there are five full-time workers and one part-time worker on the extension staff with one full-time and one part-time secretary. In addition, representatives of three or four other Federal agencies are working in the field of agriculture and home economics.

There are other public agencies whose services vitally affect the lives of rural people. The public school system was founded and well-established when Extension came into being. Certainly, extension workers cannot ignore this vital public.

Primary Public

Finally we have the public which we were set up primarily to serve—those engaged in agriculture and homemaking.

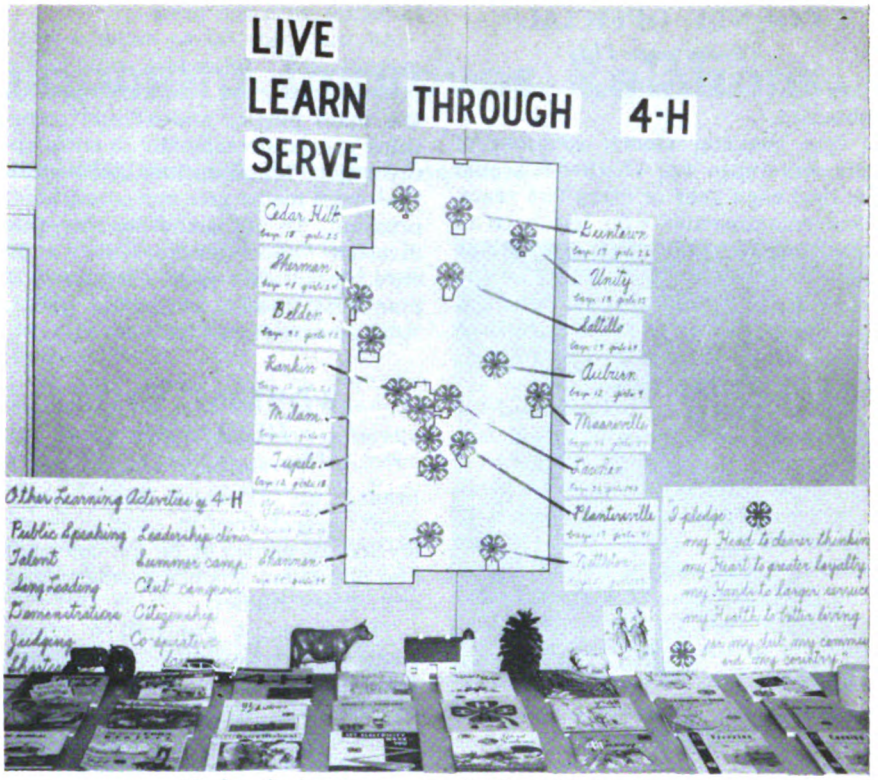
Today we do not think of the people in agriculture as a homogeneous group. In developing good public relations, we must think of them as commercial farmers, part-time farmers, subsistence farmers, or rural residents.

In thinking of the family living program, we consider farm families, rural non-farm families, suburban and urban families as well. These constitute "a public" which we must always keep in mind.

Our program should be devised to fill specifically as many of the needs of each group as possible.

Building Better Understanding

by MARGARET H. NICHOLS, *Assistant Home Agent*, and WILLIAM I. JACKSON, *Assistant County Agent*, *Lee County, Mississippi*



Window display shows scope of 4-H work in Lee County.

WE thought 4-H was just for country boys and girls." This is a statement we hear often as town people become better acquainted with the 4-H program.

We feel that our program of building better understanding through exhibits, window displays, and special events helps establish and maintain good public relations.

Our window displays and exhibits used to deal primarily with accomplishments of 4-H boys and girls from either an individual club standpoint or from the county level. After an objective look at this approach, we concluded that many parents and other adults didn't understand the real versatility and potential of the 4-H program.

Community Benefits

The important thing was not what the various clubs or individuals had accomplished, but what an individual or group might accomplish and in turn how a family or community might benefit.

With all the varied projects and activities available, we feel 4-H definitely has a place in the life of any boy or girl. This is true whether they live on the farm or in an urban area.

This is the philosophy we want to transmit to parents and other adults. When the fathers and mothers become aware of a program's value, they encourage their youngsters more. Then the program becomes a sounder and a much more effective one.

With these things in mind, National 4-H Week gave us an excellent opportunity to get our message across to the parents and businessmen. We did this through window displays, special exhibits and contests, radio and newspaper publicity, talks to other clubs by 4-H members, and special banquet programs with businessmen and parents invited.

The overall planning for our observance of National 4-H Week was made at a joint meeting of adult leaders and the 4-H Junior Council during February. This group decided that a concentrated effort should be made to emphasize the 4-H club program in each community and also on the county level.

Each club was asked to arrange some special program or activity during the week. The response to this goal was good.

Three clubs presented chapel programs at which public speaking contestants gave their speeches, 14 regular meeting programs were presented by club members, 1 club held a mother-daughter tea, 2 clubs invited parents and others to recreational programs, 2 groups met with mothers to make uniforms, and 1 club accepted the responsibility of repainting county line highway signs and erecting one new sign. During the week, 30 new members enrolled.

Developed Enthusiasm

All of the week's activities were designed to give adults more than just an awareness that they had an existing 4-H Club. Enthusiasm, we discovered, is contagious. The members also became more interested in their projects.

Metal "4-H Member Lives Here" signs were ordered and 28 were erected by members during National 4-H Week. Special posters emphasizing the week's theme were distributed to 15 clubs.

Window stencils were posted in 20 store and bank windows. Correspondence from the extension office had a small letter sticker imprinted with the dates and the theme "Learn, Live, and Serve through 4-H."

Two local radio stations and a television station used spot announcements. And we arranged with the managing editor of the local paper to have one edition give a special

(See Better Understanding, page 124)

COUNTY OFFICIALS

(From page 114)

tion on specific subjects could be obtained.

One question among sponsors of the conference was whether it should be held each year or every two years. One commissioner who has been in office 16 years said, "This type of conference is just as helpful to one in office many years as for one who has just been elected to office." In business session, those attending voted to hold a conference annually.

Several county agents attended the conference with their county officials. This gave the agents an excellent opportunity to discuss various phases of the county extension program with their officials. O. F. Liner, Hale County Agent said, "I had an opportunity to informally visit with my county officials for 10 hours during the trip to the conference and back home."

Two-Way Gains

Influence of the conference is working both ways in commissioners court-extension relations. Two district extension agents attend each of the three regional meetings held by county judges and commissioners. They gain a better understanding of county problems which may relate to extension work.

Plans for future conference programs include more of the same type of information to help county officials conduct their offices and responsibilities more efficiently. In the background will be the extension administration and specialists who are helping to coordinate program activities to strengthen relations with this imporant segment of our public.

MASS MEDIA

(From page 121)

wives. Many other agents follow this practice, too.

Henry Hagen, Cass County Agent, emphasizes that "my most important successful relations contact has been through my local column which has appeared in six county papers for nearly 10 years without missing a single week." This regularity in itself, he feels, establishes better relationships with the press.

All this adds up to doing a good over-all job, following established principles of good relationships with the mass media, and adding something special occasionally to show appreciation for the fine cooperation that mass media give our educational program. To put it another way, this involves "understanding our audience," practicing good everyday human relationships, and saying "thank you" sincerely and frequently.

WORKING WITH BUSINESS

(From page 116)

headed an extension team which spent several days in each store analyzing all phases of its management and operation. County agents helped with these studies.

The specialist prepared a report on each store including recommendations where experimental evidence indicated improvements in efficiency could be made. He presented this report to the top management of the chain or store represented in the study. Then they decided what practices, if any, they chose to adopt.

6. Training of industry representatives. The Extension Service, using material gathered in the individual store studies, has assisted the industry with in-store training programs. This assistance has been limited at first to training those individuals with responsibility for training other employees.

Good Response

It is too early to judge correctly the success of our retail food dealer program. The demonstration store program has not yet been completely established throughout the State. We have had difficulty in establishing demonstration stores at the neighborhood level, but in general response has been gratifying. We have more demands for assistance than we can fill.

The retail food industry is publicly supporting the University and Extension. Other agribusiness industries, after hearing about this program, have come to Extension with requests for similar programs.

Agribusiness welcomes cooperation from Extension. In cooperating with them, Extension must be prepared to deliver the same high caliber educational programs that the farmer-producer has long since taken for granted. We can meet this challenge.

BETTER UNDERSTANDING

(From page 123)

salute to the 4-H'ers. This included pictures of members and their projects, stories of outstanding activities and accomplishments, and ads featuring the 4-H theme.

Another activity was arrangement of a window display to acquaint people with the scope of 4-H work and the theme, "Learn, Live, and Serve through 4-H." The public's attention was called to the display in meetings, letters, and radio programs.

A map showed every club in the county and the enrollment. The exhibit also contained project or activity bulletins, a poster giving the 4-H pledge, and a list of other learning activities.

Other Opportunities

Every spring we have a public speaking contest, sponsored by a local bank. It is set up with competition in two age groups.

Since many of the talks deal with 4-H activities, this event provided an excellent opportunity for parents and others to learn more about 4-H. The contest was publicized over the radio and in the newspaper. Approximately 150 people attended, including parents, teachers, 4-H'ers, and business people. Twenty boys and girls participated and the quality of the speeches was excellent.

The activities for the week were climaxed with a banquet program on Saturday night. Among the 175 people present were community 4-H officers, adult leaders, parents, county supervisors, and other local business and professional people. The winners from the public speaking contest gave their talks and then everyone participated in a recreational period led by 4-H'ers.

We feel that our week was rewarding because many people say that they were made more aware of the overall goals of the 4-H program. Special events thus play a big role in building better understanding.

How Rural Development Improves Relations

by FLETCHER LUCK, *Macon County Agent, Tennessee*

LIGHT is the task when many share the toil—Iliad.

Macon County became a pilot county in Rural Development in October 1955. At this time we looked at our situation and found it alarming.

We found that 1,047 of our farmers sold less than $1,200 worth of farm products. A total of 210 men were drawing unemployment compensation and 318 were registered with the employment office for jobs. In addition, health and nutrition conditions were on a low level.

Today we find a different situation. Since 1955, approximately 1,000 people have found employment. This represents an income of almost $2½ million annually; our farm income is about $7½ million. There are many other changes such as new and improved homes and better health conditions.

The Rural Development Program helped to bring many of these changes about because all agencies and groups worked together. It brought the groups together to look at the situation, become aware of the problems, and then try to solve these problems.

We have always tried to work on the low-income problem in the county. But we were all working on different segments of the problem and without any direction or coordination. It is different now. Mayor B. H. Tooley of LaFayette recently said, "Everyone —farmers, businessmen, professional workers—all are interested and all are working together." Herman Crockett, FHA supervisor, says, "The key to the success of our accomplishments is the cooperation found among all groups, agencies, and individuals."

Strawberries are a new $200,000 a year cash crop in Macon County. Many farmers sell berries at cooperative market organized in 1957.

Vocational training is underway. Instructor (center) works with 2 of 28 boys in trades class building new house.

Let's take a look at how Rural Development operates in Macon County. A joint activity of all agricultural, educational, industrial, and civic groups, the program is directed by the Macon County Rural Development Committee. The executive committee chairman is the mayor of LaFayette, the county seat; the vice-chairman is an educator; and the secretary is the county agent.

The county committee consists of people from all walks of life—farmers, businessmen, bankers etc. The 17 working committees cover all phases of agriculture, home living, industrial development, and health, education and welfare. Extension workers help coordinate committee activities.

New industries such as this shirt plant have opened up 1,000 new jobs in the county.

All agencies and organizations are involved in our Rural Development Program. This was brought about by:

- Informing all agencies and organization of the program objectives.
- Seeing that no one agency was in a "take-over" position.
- Asking representatives of former non-participating organizations to serve on working committees.

Working relationships of all organizations have been excellent because: agency representatives serve the county committee in an advisory capacity only; local committees determine needs based on information furnished by agencies and organizations rather than agencies and organizations outlining the needs; and agency representatives aid the working committees in an advisory capacity and work on projects outlined by the committee.

(See Rural Development, page 127)

Community Action Solves A Problem

by W. A. ANDERSON, *Lawrence County Agent, Arkansas*

Is the drinking water available to Lawrence County people safe to drink? That was a question many leaders asked in the fall of 1951.

The county farm bureau, home demonstration council, county agricultural planning committee, and the Quorum Court requested that testing of drinking water be included in the extension plan of work for the following year. Some phase of health had been included in the county extension program for many years but this was a specific assignment in the health field.

Problem Analyzed

The problem was to determine whether the available drinking water was safe. If not, then we had to encourage people to make the necessary changes to insure a safe source of drinking water.

Miss Helen Robinson, extension health specialist, was asked to assist in planning the project. A subcommittee of the county agricultural committee was set up consisting of the county judge, county supervisor of schools, secretary of the county medical association, president of the county home demonstration council, and president of the county farm bureau.

To initiate a study, the eight school superintendents in the county agreed to conduct a complete countywide survey through the schools. After this was done, the State Board of Health was asked to test drinking water samples to be taken under supervision of the local health sanitarian.

At first, the board agreed to test samples from only closed wells. But the survey had revealed not more than 200 sources of drinking water in the county which met their definition of closed wells.

Our committee convinced the State Board of Health that we were sincere in desiring to know the situation and to take corrective measures. The board then agreed to test 50 samples from two neighborhoods in each of the two districts in the county.

Next the local health sanitarian and Miss Robinson met with the county health subcommittee and outlined a project. Twenty-six neighborhoods gave assurance that people in their neighborhoods would cooperate.

Leaders Trained

It was agreed that every source of drinking water radiating from a central point would be sampled, whether closed wells, open wells, cistern, or spring. Samples were to be taken by local people trained by the sanitarian and home demonstration club members agreed to do this job.

In April, the sanitarian trained leaders from the four neighborhoods and two alternate neighborhoods selected. The committee selected neighborhoods on the basis of location, type of water supply sources, and eagerness of community leaders to follow through with the program. Sterile bottles and other necessary equipment were provided by the sanitarian and sampling started immediately.

The State Board of Health's laboratory handled 25 samples per day, all from one neighborhood. In all cases the samples were mailed to the laboratory the same day they were taken.

This work was handled so efficiently that the health committee prevailed on the board to accept samples from two more neighborhoods on the same basis. Complete cooperation was secured from the following groups: county medical society, county government, schools, farm bureau, home demonstration clubs, well drillers and well drivers, plumbers, fixture dealers, and rural community clubs.

A total of 293 sources of drinking water were tested. Only 8 or 2.7 percent met public health requirements as closed wells.

Among the 167 driven wells tested

(See Community Action, page 127)

Safe drinking water program was started by above group. Left to right: Revis Casper, school supervisor; Dr. W. O. Tibbler, secretary, county medical association; J. F. Sloan, chairman, county agricultural planning committee; County Agent Anderson; Mrs. Faye Stevens, county nurse; and Mrs. Turnmire Carroll, home demonstration agent.

RURAL DEVELOPMENT

(From page 125)

There are many examples of the close cooperation between agencies, groups, and individuals.

In two large textile factories that employ mostly women, the plant managers and employees requested help from the home agents. As the women worked days and had little time at night, the only place to reach them was at the plant.

So the home agents prepared a series of posters and placed them in the plants. These included information on such things as personal grooming, redecoration, furniture refinishing, sewing, food preservation, and home beautification.

The home agents cooperate with the FHA supervisor in planning new and redecorated homes. And they have assisted the county library service in promoting good reading through the home demonstration clubs.

Improved Pastures

Another accomplishment was made last fall by all agencies working together on a special pasture practice. The State ASC Committee allotted funds and these were matched with county funds.

Then a special plan was set up for all farmers with less than five acres of pasture. They could seed up to the amount that would give them a total of five acres. Almost 500 acres were seeded and 126 farmers participated. The program was successful because all agricultural agencies contacted farmers, told them of the practice, and provided technical assistance.

One of the most satisfying experiences concerned the helping of a man 80 percent blind. He was a tenant with low income and came to the agricultural committee for aid. Then the wheels of progress started turning.

FHA loaned the farmer money to buy a 112-acre farm, remodel the house, buy cows, and seed some pasture. Extension agents worked with him to start a sound farming program. The ACP provided incentive funds for the establishment of pasture and construction of a pond; the SCS provided technical assistance for the pond layout and construction. The Vocational Rehabilitation for the Blind also alloted funds to help the farmer get started.

The results are amazing. His fields are green with acres of good, lush pasture, the house is in good shape, complete with running water and bath, and the pond is full of clear water. Now the farmer can earn a comfortable living.

Other Examples

Each year the Soil Conservation District sponsors a land judging contest.

Last fall the Soil Conservation District and the Rural Development Committee sponsored a joint banquet. At the banquet, each working committee had an exhibit and an overall report was given on Rural Development accomplishments. In addition to the local people present, the entire State Steering Committee attended.

A good example of the cooperation of individuals was the construction of a marketing shed. The electric co-op supplied some funds and individual farmers provided materials and labor.

In Macon County we think of the Rural Development Program as a two-edged sword. It was necessary for all people to work together and Rural Development helped to bring this about. It helped to bring all of us together to look at our problems. Then all of us worked on a common problem—low income.

The result is a better, more prosperous county. And individuals and organizations know that cooperation is the key to this success.

COMMUNITY ACTION

(From page 126)

in the eastern district of the county, 54 percent were unsafe at the time of testing. Of the 34 dug wells tested, 94 percent were reported unsafe for drinking. And 45 out of 50 sources of drinking water in one neighborhood were reported unsafe to drink.

T. E. Atkinson, extension economist, assisted the committee in analyzing results of the water testing project. When the reports were received from the water samples, they were kept confidential and discussed only with the owners.

The extension agents, county nurse, health sanitarians, and a local doctor assisted the committee in holding meetings in each neighborhood where samples were taken. Families whose samples were tested were invited to attend and the reports discussed privately with each individual.

Countywide results were used in a general discussion as well as newspaper stories. Home demonstration clubs and the county health department arranged educational exhibits at the County Fair with a safe drinking water supply as the theme. These efforts informed the public about the situation and recommended corrective measures.

Following the project, the largest consolidated school system converted all wells to meet recommendations of the health sanitarian. The public became aware of the importance of safe drinking water and many began boiling their water until unsafe conditions were corrected.

Through the cooperation of many agencies and groups, the public gained understanding of the problem and how it could be solved. This project alerted people to a major health problem and motivated them to action.

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.

L 465 **Culling Hens—A Way to Increase Egg Profits—*New (Replaces F 1727)***

L 467 **The Cotton Aphid—How to Control It—*New***

G 5 **Food for the Family With Young Children—*Revised 1960***

G 38 **Buying Your Home Sewing Machine—Revised 1960**

The following are obsolete and all copies should be destroyed.

F 1866 **Wireworms and Their Control on Irrigated Lands**

L 372 **The Onion Thrips—How to Control It**

L 431 **The Sweetpotato Weevil—How to Control It**

UNITED STATES
GOVERNMENT PRINTING OFFICE
WASHINGTON 25, D. C.

OFFICIAL BUSINESS

PENALTY FOR PRIVATE USE TO AVOID
PAYMENT OF POSTAGE, $300
(GPO)

Balanced Program Builds Good Relations

by VERNE KASSON, *Richland County Agent, North Dakota*

A county agent deals in public relations every day. Every phone call, personal contact, letter, and public appearance adds to or detracts from the public's opinion of the Extension Service.

A well-balanced extension program provides something for everyone in the county—both rural and urban. In Richland County, anyone reading a newspaper article by our extension staff is encouraged to ask for help or information.

People living in town, who have problems with fruit trees, flowers, or home lawns, deserve and get the same attention as a farmer needing help with a problem which may be of much greater economic importance. Every satisfied "customer" builds good relations for our extension program.

To build good relations with the public a county agent must first work and cooperate effectively with the county commissioners or other county governing board.

In my experience, I have received valuable counsel and advice from the board of commissioners whenever I needed it. Anything extension workers can do to understand the board's problems and questions helps to do our job better. Good relations are generated by working harmoniously with the board.

When we know each 4-H club leader personally, our work is easier and we enjoy our contacts with them. Visiting these leaders and having them visit the extension office then becomes a pleasant experience.

We work closely with the directors of the county crop and livestock association in developing their program in relation to the extension program. Since the conclusions reached by association members are the result of sound planning, everyone is more willing to follow the association's guidance in the program.

We also use the counsel and advice of veterinarians and plan more cooperation in this area. To help promote better relations between veterinarians and farmers, we call on them occasionally to discuss livestock problems of local farmers and to assist at educational meetings and demonstrations. A letter encouraging the use of free calfhood vaccination is sent from the extension office to all livestock men.

Urban Link

The local Rotary Club has an effective way of promoting good relations among town and country people. Each year the club sponsors a luncheon for the 4-H leaders' annual meeting. At some programs, club leaders speak and others give demonstrations. The Rotary Club seems to enjoy this participation and we think it provides a good link with this important urban organization.

One role of our assistant agent has been to work with the Junior Chamber of Commerce. Each year the Chamber of Commerce selects an outstanding young farmer of the year and presents him a plaque at a banquet. So the Extension Service is involved in this activity.

Full use of newspapers helps get results in extension work. Good relations with the press are maintained and improved at every opportunity. Picture stories are frequently used with good acceptance. Use of local names and farmers' success stories is one practice that the newspapers like. And these help make the information more acceptable to newspaper readers.

Cooperate with Business

Agricultural advisors at banks do a tremendous job by serving on agricultural committees and in other activities. The North Dakota Bankers Association annually presents service awards to 4-H leaders and sponsors scholarships.

It's also important for county agents to be active in civic organizations, school activities, and church work. For 2 years I served as Red Cross chairman in my county. In this activity, I made many new contacts, especially in the small neighboring towns.

When the county agent is an active leader in the community and keeps people informed on what he is doing and the services available to them, these services are utilized fully. However, too much time shouldn't be spent on extra activities. If it is, there won't be time to do the most important public relations job of all—a good day-in and day-out job of extension work.

Extension work is a wide and varied field. When a farmer tells another: "I can count on the county agent for help when I need it," the extension worker can be sure his public relations are in good order.

EXTENSION SERVICE
Review
JULY 1960

TV Tailored to Their Interests
See *page 131*

Homemakers Report by Radio
See *page 132*

EXTENSION SERVICE Review

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

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

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

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Division Director: *Elmer B. Winner*
Editor: *Edward H. Roche*
Assistant Editor: *Doris A. Walter*

In This Issue

EAR TO THE GROUND

We're always talking about how important it is to know your audience. To practice what we preach, Ed Roche and I try to get out to visit county and State workers as much as possible.

Recently I visited in Minnesota to observe Extension at work. In Todd County, I tagged along with Dick Brand, Erv Skaar, and Ilene Naley on just about all their extension jobs.

Field tests, farm and home visits, farm meetings, radio, news, 4-H meetings, leaders council, talent show, achievement day, and committees—we ran the gamut of activities you do every day.

I was really impressed with the public relations job that an extension staff has to do. For example, when your home demonstration council is leery of a new program for young homemakers, how do you gain their approval? This is a problem Mrs. Naley had to solve recently.

Todd County agents have just begun working with television. A new station in a nearby county has scheduled a 15-minute Extension Service show twice weekly. About a dozen counties share the time on a round robin basis. The staff used their first program to promote the business-backed Regional Dairy Day.

It takes extra effort to keep a good feeling between the extension office and the press when there are 11 weekly newspapers in one county. But the Todd County staff supplies all of them with columns and news articles each week.

Like all county workers, Dick and his staff have to keep good relations with hundreds of other people and groups. And they must cope with modernized agriculture, agribusiness, and all the different people it affects. From the good words that Todd County folks passed on to me, the agents there are doing a fine job in this respect.

The next step of this trip was a visit to the State Information Office. There I had a chance to see extension's operations in districts and across the State.

This trip has helped me to better understand county and State extension workers' needs and interests. In the future I hope to meet more of you and gather ideas about how the Review can help you. Ed and I want to continually make the Review serve you better.—DAW

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.

Specialist Adaline Snellman and model "on camera."

TV Tailored to Their Interests

by JAMES E. LAWRENCE, *Television Specialist, New York*

New York extension home economists are enlarging their audiences by the hundreds and thousands without adding new staff or sacrificing teaching quality. The answer is television.

But these extension workers are not using the medium merely for its own sake. They are making it work for them through packaged programs—the TV short course. Commercial stations that will not ordinarily embrace the idea of regularly scheduled extension telecasts eagerly open their doors to the TV short course.

New Venture

This fact and many others about teaching through television are among the benefits derived from the State's first extension TV short course for homemakers, completed recently over WNBF-TV, Binghamton, N. Y. Titled Sew For Growth, the course was a series of 6 weekly 15-minute lessons on making a child's dress.

Plans for the course were developed by home demonstration agents in 15 counties reached by the station. Five of the counties are in Pennsylvania, so interstate cooperation was an important part of the planning. Agents promoted enrollment in the series through television shows and spot announcements, newspaper stories and photos, direct mail, county extension newsletters, radio broadcasts, home demonstration unit meetings, and store displays.

The initial venture, taught by Cornell textiles and clothing specialists Adaline Snellman and Madeline Blum, is now being scheduled for viewing throughout the State. Soon it will go into thousands of homes not reached by present extension television shows.

In fact, this was one of the reasons for launching the special short course for homemakers. Each week extension televises 10 "live" shows over 5 of the State's 24 commercial stations. Although these telecasts do not cover the entire State, the total weekly audience is estimated to be 1 million viewers.

Many stations will not take regularly scheduled television programs on a sustaining basis. But the stations are interested in a short series of lessons, such as over a 6 or 8-week period.

Another reason home economists are using the TV short course is to bring helpful information to the thousands of young homemakers outside of home demonstration units. Specialists and agents are in contact with some 83,000 homemakers through the educational programs organized for home demonstration units. New York's television facilities reach into 4,644,000 homes or 91 percent of all homes. So extension home economists have an opportunity to reach a much larger audience through television.

Sew for Growth gave this opportunity to home demonstration agents, textiles and clothing specialists, and State leaders of home demonstration agents. Judging from participation in the course and viewer response, it was a worthwhile effort.

The 1,049 homemakers enrolled in the course each paid $1 for a packet of instructional materials. Practically all of these materials were prepared by the two specialists for the series. Several thousand viewers also monitored the lessons in addition to those formally enrolled, according to station officials.

Survey Findings

The series was aired each Thursday, 12:30 to 12:45 p. m., from January 14 to February 18. Following completion of the course, a post card survey was conducted among enrolled viewers to determine the effectiveness of this teaching method. This is what the survey revealed:

- Eighty percent said they had either completed the dress (some made more than one) or that they were in the process of finishing it.
- Sixty-four percent of the homemakers were in the 20-40-year age group.
- Forty-six percent of those enrolled from New York State were not members of a home demonstration unit. Pennsylvania does not work through units.
- Seventy-six percent of the homemakers viewed more than half of the six lessons.
- Sixty-five percent said the telecast time (12:30-12:45 p. m.) was satisfactory. Those who did not find it satisfactory, largely the younger

(See TV Teaching, page 140)

Homemakers Report by Radio

by MRS. ARVENA H. PEARSON, *LaSalle County Home Adviser, Illinois*

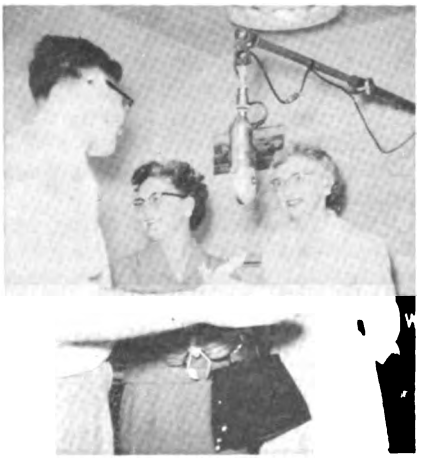
ONE minute 'til air time. Stand by!" This command is a call to action for LaSalle County homemakers. At the end of the 60-second countdown, they are ready and on the air at one of three local radio stations.

The homemaker programs, now in their seventh year, are increasing in popularity. And they are proving to be excellent good-will builders for the home economics extension program.

The broadcasts have interested more homemakers in the extension program. When the women report skills they have learned and interpret them in terms of family and community needs, other homemakers have a clear picture of the scope of extension work. They ask to participate.

Station Cooperation

Station managers also are enthusiastic about the programs and want them to continue. Indications of their worth are such comments as "the programs have increased our coverage" and "the programs are helping to inform citizens on important issues."



LaSalle County homemakers receive last-minute suggestions on microphone techniques from radio station director.

The programs started in 1953, when I was invited to produce a weekly program for WCMY, Ottawa. Soon invitations came from the other two stations—WIZZ, Streator, and WLPO, LaSalle.

This was a challenging opportunity but I realized that my work and time schedules would not permit me to give three weekly programs in three different areas of the county. Then came the thought, "Why not invite the homemaker units to share the responsibility?" They were organized for community action and many of them had been trained as local leaders. If they could present subject matter lessons to groups, why not radio programs?

When they said, "We'll try," we called a meeting of the Extension Homemakers Publicity Committee and the managers of the three stations. Miss Jessie Heathman, assistant extension editor, University of Illinois, was asked to serve as consultant.

A plan was devised for the homemakers to give a weekly program on one station. It would be recorded "off the air" for use by the other two. The stations agreed to take turns in producing live programs.

Since this was a new experience for the women, we decided that each of the 27 organized units should give only one weekly program during the first year. Home economics staff members at the University agreed to provide recorded programs to fill the gaps.

As the programs began to catch on, the women assumed more responsibility. The second year a county radio chairman and unit radio chairmen were appointed. Station managers and Miss Heathman conducted training schools.

To clear schedules, the county radio chairman meets with unit chairmen at the start of the program year. Dates are assigned and techniques and procedures discussed. If necessary, additional training schools are scheduled.

Then each unit chairman calls her members together at least 2 weeks in advance of their program assignment date. Material is selected and organized and rehearsals scheduled. The women arrive at the station well ahead of "air time" in order to check signals with the director and receive any last-minute suggestions.

Managers give the women a free hand in selecting material for the programs. They have only one rule—that the programs not duplicate those of the home adviser or her assistant.

In general, the topics selected are seasonal and keyed to community activities. When information from a home economics extension lesson is included, it is interpreted in terms of how a specific homemaker has used it. Usually she is "on mike" to speak for herself.

Special Shows

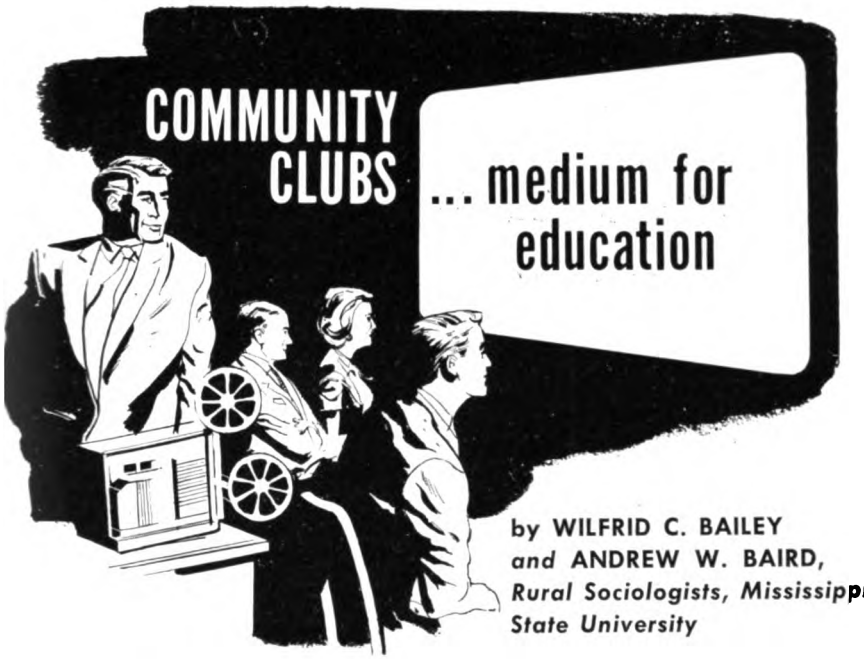
Frequently, guests are invited to participate because of a special skill. For example, every group has a homemaker with a "green thumb" who is interested in sharing her joy of flowers. Or she may have special skill in preparing the soil, in selecting varieties suited to the area, or in propagating plants.

Two programs have become traditional with the holiday season. One is keyed to Christmas customs and the other to Christmas foods from other lands. Since many families in LaSalle County originated from Europe, authentic information is unlimited. Members of the community look forward to the broadcasts.

During the Easter season this year, one group staged a radio fashion show. The committee in charge of the program queried four or five members as to what they and members of their family would be wearing on Easter morning. Descriptions on the air were vivid and many fine comments were received. The fact that mothers and 4-H daughters had made many of the garments added interest.

When needs of the community or

(See Homemakers Report, page 141)



COMMUNITY CLUBS ... medium for education

by WILFRID C. BAILEY
and ANDREW W. BAIRD,
Rural Sociologists, Mississippi State University

ARE community development clubs an effective medium for education? Mississippi found these clubs definitely useful to Extension in its educational work.

The community club idea appealed to Alcorn County citizens. Within 4 years after the first club organized, about 40 percent of the county's rural families had access to a club. But their growth was not so important as their usefulness. Mississippi wanted to know how and to what extent these community organizations could be used in farmer education.

So, in 1954 the Department of Sociology and Rural Life of the Mississippi Agricultural Experiment Station, in cooperation with the Division of Agricultural Relations of the Tennessee Valley Authority, began an intensive study of the clubs in Alcorn County.

Study Detailed

The research included four overlapping phases. First, there was an extensive study of the conditions in the county. Over 600 rural families were interviewed to determine this.

Second, operation of the clubs was carefully studied. Information was collected on 629 meetings held from 1954 through 1958.

The third, or educational phase had several aspects. Even though the researchers were interested in use of the clubs to promote adoption of certain farm and home practices, they did not enter directly into the club affairs. They helped the county agent plan goals and train leaders.

One important aspect of the educational activities in the study was the feedback of research findings. The sociologists supplied extension workers with background data on the economic situation in the county and with observations about the functioning of the clubs. The information was used in a variety of ways.

For example, a committee of country and town leaders used data from the study to back up a request for more extension workers. This resulted in the county extension staff being increased from 3 to 6 members.

Outside help was gradually withdrawn so that at the end of the project the community development program was completely on its own.

The final phase of the project was the evaluation of the effectiveness of the clubs as an educational media.

How effective were these rural community development clubs in promoting adoption of recommended farm practices? Actual measurement of the effectiveness of any extension education technique is difficult.

But the newly painted mail boxes, improved school yards, increasing requests for information, higher scores in the annual contest, and greater interest of the town leaders in the rural communities indicated clearly that something was happening. Community residents, business and civic leaders, and extension workers agreed that the clubs were doing a good job.

To measure the adoption of practices through educational programs in the clubs, a group of farmers were interviewed in 1954 concerning their use of 12 practices emphasized by extension. These practices were: sidedress corn with nitrogen, thick space corn on better land, plant hybrid seed corn, plant certified cotton seed, poison cotton four or more times a year, cull timber, test soil every 5 years, mow pastures or poison weeds, keep written records, use most fertilizer on better soil, use warfarin type rat poison, and buy plant food fertilizer by plant food content.

Second Survey

A resurvey made it possible to study the changes made by individual farmers. In 1957, 68 percent of the practices were followed compared to 59 percent in 1954.

Club and nonclub members were compared on the percentage of practices not used in 1954 but picked up in 1957. Club members added 68 percent of the practices possible, compared to 37 percent of nonclub members in club communities, and 40 percent for residents of nonclub communities.

Individual records showed that the gain in the total number of practices followed was a process of both adding and dropping. One practice was dropped for every two picked up.

Thus the final stage in adoption is more than getting the farmers to try a practice. It is securing continued use.

Based on the number of practices followed in the first year of the survey but not used in the second year, the club members dropped 9 percent of the practices while the nonclub members in club communities dropped 20 percent and the farmers in communities without clubs dropped 16 percent. Club members not only added more of the recommended practices but were less likely to drop them once they had tried them.

Club members made 100 percent improvement in four practices. That

(See Community Clubs, page 140)

MEETING TOMORROW'S SCHOOL NEEDS

by JAMES W. GOOCH, *Information Specialist, Upper Peninsula, Michigan*

A SCHOOL area study recently completed in Delta County, Mich., led to prompt and constructive action. As a result of this and similar studies, the county is equipping to meet tomorrow's school needs.

Within months after study committees had turned over their recommendations to school board members in five townships last year, a bond issue had been passed to annex three of the townships with the City of Escanaba district. The new enlarged district recently voted to build a new $3.5 million high school.

Coordination Important

When the annexation issue failed by a close 192 to 174 vote in another district, the citizens asked that the invitation to annex be extended. They are planning another election soon.

Why was the Delta County study so successful? Partly it was due to the active interest of the nearly 100 citizens, school officials, and board members from the five districts who took part in the study. But also important was the way in which the study was coordinated.

Key coordinator was Joe Heirman, Delta County extension director. He represented Michigan State University, the institution that provided consultants for the study. But he also was a local citizen and his years in extension work had made him an expert in interpreting local interests and needs.

First Heirman met with a group of citizens who knew something had to be done about school facilities, especially for high school students from rural townships surrounding Escanaba. A complete, professionally guided school study seemed to be the next best step. So Heirman suggested the consultant services of a team of campus-based education specialists.

He then worked with a special township survey board which the various school boards appointed to draw up the contract for the study. Institutional charges for such studies are based on the number of specialists needed, travel, and other expenses.

Next the survey board appointed a steering committee to work with subcommittees on enrollment, program, finance, plant, history, and occupation. Heirman arranged meetings to permit about 75 citizens to take maximum advantage of guidance from the consultants. Between these monthly meetings, he helped the various committees distribute questionnaires and watched for any trouble spots that might call for help from the consultants.

Recommended Action

Throughout the study, it was stressed that after facts were all collected, recommendations would be passed along to school boards. These were to be only recommendations with no official strings attached.

By following research-tested study formulas, however, personal feelings and political influences were kept to a minimum. This is why school board officials nearly always base action on recommendations coming from such studies. And this is also why, in the Delta County case, they proposed the annexation move.

Heirman's involvement was made possible because of the Upper Peninsula district's new Rural Resource Development Program. This program combines services of continuing education and extension and permits county agents to provide a broadened service program to local citizens.

Dr. Floyd Parker, coordinator for the campus-based specialists who helped on the study, and Dr. Ed Pfau, former U.P. education specialist for M.S.U., feel the arrangement produced one of the outstanding school area studies on record. They feel it could well set a pattern for other

(See School Needs, page 142)

More Facts Available

A complete case history report of techniques and results of the Delta County school study will be available in October 1960. For copies, write to: Dr. Wilbur B. Brookover, Director, Educational Bureau, Michigan State University, East Lansing, Mich.

Two-Way Street for Exchanging Ideas

by **ELSIE CUNNINGHAM**, *State Home Agent, New Mexico*

"It was education and vacation combined for me." "Thank you for a most wonderful week on the campus. It brought back memories as well as giving me new ones."

These are two women's comments about the time spent at our annual Homemakers College. This 4-day short course brings hundreds of women from all over the State to New Mexico State University campus.

Many other quotes like these make us believe that the Homemakers College is a wonderful public relations medium, as well as a unique educational experience for those who attend.

Dual Aim

We began our Homemakers College 4 years ago to: (1) acquaint women throughout the State with what our university had to offer, and (2) to give them some worthwhile classroom instruction. In other words, Homemakers College gives the women a chance to meet our university staff and our staff gets a chance to meet women of the State. It's a two-way give-and-take.

In addition, it has become an instrument for public relations with those who assist in planning and conducting the program. For example, a ranch woman on our State advisory board said, "You gave a lot to so many people who wouldn't have had it in any other way. I'm proud to have been allowed a minor part in seeing it all happen. I wouldn't have traded the experience for a great deal."

Homemakers College is sponsored by the entire university. Everyone, including President Roger B. Corbett, lends a hand. A State advisory board, composed of representatives from some 20 organizations, gives guidance and assists with overall planning.

Activities and preparation on campus are directed by a steering committee of staff members from instruction, research, extension, and home economics education. Many people, including homemakers, serve on the 16 subcommittees. The State home agent serves as general chairman and coordinator.

Preenrollment is done through county extension offices. County extension agents also help with advance publicity.

Homemakers College provides practical information that women can apply in their own homes and communities. They get inspiration as well as knowledge and fun. Just like coeds, they live in the dormitories, eat at the university dining hall, and attend classes.

Course Outline

Classes feature seven major subject-matter areas: family life education, home management and equipment, foods and nutrition, clothing and home furnishings, public affairs, landscape gardening, and communications. This year, special interest classes and workshops include corsage making, book talks, parliamentary law, New Mexico flora, travel talks, color photography and a publicity forum.

Assemblies, vesper service, get-acquainted party, exhibits, tours, President Corbett's reception, banquet, and drivers' evaluation checkup round out the curriculum.

One instructor for the 1960 session, a businessman and State legislator,

(See Two-Way Street, page 140)

New Mexico Dairy Princess Mary Lee Watson (left) serves milk to Homemakers College registrants. Three women at right were among 70 Indian women attending the 1959 session.

Mamie Hardy, National Cotton Council, demonstrates new materials to Mrs. Earl Corn, member of NMSU Board of Regents, and Mrs. A. L. Meadows, Chaves County extension council chairman.

Skyways to Greater Understanding

by J. JOSEPH BROWN, *Herkimer County Agricultural Agent, New York*

AIRBORNE tours are helping Herkimer County extension cooperators understand agricultural changes taking place in their county and nationwide. They planned and carried out three such tours in 11 months.

Their interest in air tours was stimulated by colored slides I took enroute to the 1958 NACAA annual meeting in Seattle. These were shown to hundreds of people in the county during the fall and winter of 1958-59.

Surveys at these meetings showed substantial interest in aerial tours of the county and a trip to Wisconsin. This spring a group flew to Washington, D. C., to get a first-hand look at their national government in action.

Advance Planning

For the county tours, we prepared a booklet showing the general agricultural areas of the county, principal methods of soil formation, and suggestions on other sights of interest. These included spread of cities and villages, increase in nonfarm rural residences, differences in soil productivity and drainage, intensity of farming, and adoption of conservation practices.

The airline installed a public address system in the plane which I used to keep up a running commentary during each flight. Our passengers said later that this helped make the trip, three flights with a total of 82 passengers, a more satisfying experience.

With the experience of the county air tours behind us, we plunged into preparations for the proposed tour to Wisconsin, the No. 1 dairy State. A considerable number of our dairymen wanted to compare Wisconsin problems, outlook, practices, and trends with their own central New York area. They also wanted to learn first-hand about research underway and to appraise future competition that may occur with the successful development of concentrated milk products.

For several years, I have believed that farm people and the general public need a better overall understanding of the characteristics, problems, and trends in the major types of farming in this country. Another objective was to encourage and promote the spirit of good will and friendly competition between the Northeast and Midwest.

Well-organized tours by farm people are one of the best ways to accomplish these objectives. Air transport makes it possible for farm people to travel efficiently to and from the area visited. For example, our 44 Herkimer County farm people were away from the farms less than 4 full days but made observations in Wisconsin for practically 4 working days.

Our State Director, Maurice Bond, approved the objectives of our proposed tour and secured the hearty endorsement of Associate Director Henry Ahlgren of Wisconsin. George Werner, extension dairy specialist at Wisconsin, worked with us in planning and carrying out the proposed tour. The members of our tour group, our State dairy specialist, and others were invited to suggest principal things to be seen and places to be visited.

Assigned Topics

After our tour party was complete, everyone was assigned to one or more "study" committees. The assignments were based as much as possible on each person's particular interests and experience.

The topics for committee study on the tour included getting started in farming, crop production, farm and home business management, dairy herd improvement, farm structures and materials handling (especially feeding forage during summer

Chartered planeload of Herkimer County farm couples enjoy the ride "on to Wisconsin." For most, this was their first commercial flight. Group spent four days comparing Wisconsin problems, outlook, practices, and trends with their own central New York area. They visited dairy farms, breeding establishments, milk plants, research facilities, and herd records lab.

months). Each person was asked to observe and ask appropriate questions on the assigned topics and thus accumulate knowledge to report back to people in the county.

Upon arrival at the Milwaukee airport on Saturday morning, August 1, our passengers transferred to a chartered bus. We covered more than 500 miles by bus before reboarding our plane Tuesday evening, August 4.

We visited six outstanding dairy farms, three nationally known breeding establishments, two artificial breeding studs, two University farms, four large farms with unique features, a large cooperative milk plant, and a central DHI laboratory. We participated in newspaper and radio interviews, two television programs, and a Kiwanis luncheon with mutual exchange of gifts of local products.

Seven of the group took movies and 10 took colored slides. After the trip, we held a dinner meeting to review movies and slides. This was followed by another meeting of 15 committee chairmen to plan in detail the summary statements on conclusions drawn from the tour and to select the accompanying movies and slides.

More than 500 people, the largest indoor extension event ever held in the county, attended the report on this trip in October. The results of the tour were also used in the local newspapers, for eight illustrated articles in our monthly farm news, and at dairy long-range planning meetings and numerous other meetings.

The principal conclusions drawn by our group were: (1) Eastern Wisconsin has generally superior natural resources; (2) Wisconsin dairymen are making better use of forage; and (3) our dairymen had better sharpen up their farm management practices to meet possible future competition.

National View

Another desired effect of this tour was that it broadened our farm leaders' viewpoints on national agricultural trends and policies. Many of the tour group were what we would call early adopters. This proved to be a good way to involve them in planning and carrying out our future long-range program.

A logical outgrowth of the Wisconsin trip was a 2-day tour by air to Washington, D. C., in April 1960. Despite the rush of regular winter extension activities, an unusually late spring, and disruption of service by our local airline, a group of 24 people was formed for this tour. And they really saw their government in action.

The committee contacted Congressman Alexander Pirnie and he arranged for the group to have conferences with Vice President Nixon, Senators Keating and Javits, and Under Secretary of Agriculture True D. Morse, in the absence of Secretary Ezra Taft Benson.

Arthur Durfee, Assistant State Director of Extension, arranged for us to have an informal visit with C. M. Ferguson, FES Administrator. Other highlights of the Washington tour were visits to both Houses of Congress, Supreme Court, FBI Headquarters and the Agricultural Research Center, Beltsville, Md.

Our group certainly was impressed by the complexity of our government and the processes by which Federal laws are made, interpreted, and put into effect. They were also interested in the research at Beltsville—especially the proved sire experiment and the work with wafering and pelletizing. Conclusions from this tour will also be presented to all interested people in our county.

Sparked Interest

These tours have kindled a great spirit of inquiry among our people and made them much more alert to the ever changing economic and social trends. Other benefits of the tour include opportunity for more leadership development and increased appreciation for the greatness and beauty of our country.

The success of these tours was made possible only by splendid cooperation of county agents and specialists in New York and Wisconsin and the Federal Extension Service in Washington, D. C. We learned much by trial and, I have to admit, also by error about these coordinated air-ground tours.

Our experiences have already been shared with agents in our Regional Group. Two counties, Jefferson and St. Lawrence, are planning similar tours to Wisconsin next summer.

Where will our destination be next time? That of course, depends on the interests of our people, the approval of our county executive committee and State director and those of State or States to be visited.

At this writing I would guess that the next proposed tour, aimed at better understanding of National agricultural policies, would involve landings in more than one State with side bus trips. Some of you may be hearing from us.

Herkimer County group visited Washington in April to observe national government in action. Seated are: Frank Guido, member of group; Miles Horst, Assistant to Secretary, USDA; Congressman Alexander Pirnie, New York; Under Secretary True D. Morse USDA; County Agent J. Joseph Brown; and C. M. Ferguson, Administrator, Federal Extension Service.

Photography is popular project among Chicago boys and girls.

Testing 4-H in the City

by LAWRENCE BIEVER, *Specialist in 4-H Club Work, Chicago*

YOUTH in Chicago are verifying the claim that 4-H club work fulfills unmet needs of city youth.

Teen-agers in cities crave the opportunity to plan and conduct programs, projects, parties, and other events on their own. City youth want and need to belong to small groups where realistic responsibilities involving democratic principles are available.

Urban Experiment

The 4-H club program in Chicago is a self-help program for youth. Adult leaders enjoy their roles as they see youth assume major assignments in conducting meetings, project instruction, and club activities.

Chicago's 4-H program started in 1957 because a long-time supporter of 4-H wanted to see 4-H club work extended to large cities. He offered $10,000 annually for a 3-year pilot project. Other donors and the University of Illinois provided the balance of the budget to develop the organizational structure.

More than 80 percent of Chicago's 63 4-H clubs are a result of young people's efforts. Each person who inquires about club work is sent information about projects and a guide to recruiting members.

When an individual has 10 to 12 prospective members, a 4-H staff member helps them form a club. Leaders are elected by the club.

Philosophy, structure, and programs are determined by officers and leaders together. The philosophy and structure of the Minnesota junior leadership project has been used, with a few variations. Then club officers propose activities to the other members. This participation in planning gives members a feeling that it is their club and their responsibility to make it function.

Only one of the 63 clubs meets more than once a month. Committee assignments, special project meetings, reading 4-H literature, and project work in their homes holds members' interest and enthusiasm outside the regular monthly meeting.

The first 4-H club formed, the Yardettes, consisted of 10 girls 14-17 years old. They were encouraged to assist in recruiting other young people to form 4-H clubs. The Yardettes 4-H Club now has 19 members and 7 are serving as junior leaders for other clubs.

Five 4-H clubs have been organized directly by members of the Yardettes. Eleven more started as an indirect result of Yardette influence. Sharing, helping in the expansion of 4-H club work, and community service are foremost in the minds of these junior leaders.

Leader Interest

Five members attended the first citywide junior leader meeting, in January 1959. At a meeting this February, 45 junior leaders attended.

Most of the meeting was devoted to discussing knotty situations in clubs, how to compile better 4-H records, and buzz sessions. The group voted to meet every other month. There are now 60 junior leaders in Chicago.

More than 100 adult leaders are guiding the 4-H clubs and taking part in leadership development conferences. Since the 4-H'ers elect their adult leaders, it puts the leadership responsibility in a different focus. Parents who are elected to serve emerge as people being "wanted" by youth. Many mothers have expressed gratitude for an opportunity to have this kind of activity.

Share Talents

Sharing of talents and equipment is another important force in building the 4-H club program. Many 4-H club members meet with one or two fellow members to guide project work.

Some families do not have sewing machines. So a 4-H member and her mother will invite other members to come and use their sewing machine so they can complete their clothing projects.

Many 16-year old boys are helping younger boys with electronics, leathercraft, and photography.

One girl expressed her feeling about 4-H club work in this excerpt from her junior leadership record: "Being a junior leader for 2 years

(See Testing 4-H, page 140)

YOUNG ADULTS CAN'T BE LUMPED TOGETHER

by **ROBERT R. PINCHES**, *Assistant State 4-H Leader, and* **MARVIN J. TAVES**, *Associate Professor of Sociology, Minnesota*

CAN one educational program serve the needs and interests of all young men and women? The answer is no, according to a Minnesota study.

This survey of group activity interests of young adults indicates that there are many separate subgroups within the age span 18 to 30. These subgroups have wide differences in interests, which partly accounts for the difficulty in effectively reaching them with educational programs.

Major Discoveries

Subgroups were studied on the basis of ages 18-23 and 24-30, marital status, sex, and town or farm backgrounds. One important finding was that differences in characteristics among young adults affect interests increasingly as the group characteristics become wider.

The data showed that differences in interests among the general group 18 to 30 were affected little by differences in age alone, sex alone, marital status alone, or farm and town background alone. Two differences in characteristics widened the gap and three and four differences in characteristics left few common interests.

Each of the 271 respondents indicated his degree of interest in a series of 43 discussion topics or activities. For example, "Having a wholesome religious life" ranked first in interest, being rated high by each of the 18 subgroups. Study and discussion of "How to make money" was also consistently rated high.

Other activities rated high by at least 13 of the 18 subgroups dealt with: selection of clothing, citizenship, fixing up the house, social graces and grooming, entertaining in the home, wise procurement and use of credit, first aid training, and improving family relationships.

Activities rated low by most subgroups were: carrying on a membership drive and planning programs for organizations, square dancing, taking part in a play or skit, how to organize a farm partnership, and learning to do needle or fancy work. Further examination of the responses, however, shows that many low-ranking activities have a strong appeal for some subgroups but not for others.

Discussion topics and activities in which no subgroup expressed high interest included: carrying on a membership drive, taking part in a play or skit, planning group programs, and learning to lead group recreation. This lack of interest in group activities may mean that consistent growth and continuity of young adult activities will require community support and help from key older adults.

"Fitting In"

One purpose of the study was to determine the degree to which young adults were "fitting into the community" in adult roles. Items covered were their independence from parents, both financially and in establishing homes of their own, extent of participation in adult organizations, how they look at the community and jobs in which they are involved, preparation for the positions which they hold, and their view of things blocking their progress.

Nine of every ten married couples are living separate from their parents. However, only 20 percent of the single men and 33 percent of the single women live away from home. Four out of five are completely self-supporting and the same proportion expect little or no help from parents.

In regard to community satisfaction, nearly nine out of ten said they liked their present community. Similarly high proportions stated that they had many friends where they lived and that the stores were as good or better than those in other similar communities.

Fifty percent of the men and 59 percent of the women spend more than half their social life within their immediate local community. Only about five percent spend as much as half their social life outside the larger trade area in which they live. But many are not satisfied with the recreation and social life available.

Organizational participation is low compared to that of other age groups. However, the communities surveyed showed a higher participation than previous national studies have indi-

(See Young Adults, page 142)

TV TEACHING

(From page 131)

homemakers, indicated preference for two distinct time segments, 10-11 a. m. and 1-3 p. m.

- Seventy-five percent said the number of lessons (six) was just right, while 64 percent indicated that the lesson length (13½ minutes actual teaching time) was too short.
- Of the various means used to promote the course, television, direct mail, and county extension newsletters were rated the most important in terms of influencing enrollment.
- Homemakers definitely want more extension TV short courses. They expressed interest in a number of topics dealing with textiles and clothing.

To New York extension home economists, all this means one thing—the TV short course has a promising future. It is providing an excellent method of effectively reaching large segments of the State's homemakers. And it demonstrates one of the many ways extension workers are adapting their program objectives to this fascinating medium of television.

COMMUNITY CLUBS

(From page 133)

is, all club members who did not use them in 1954 did so in 1957. All four practices were subjects of special educational programs in the club meetings.

In order to increase income from cotton while acreage was being reduced, the county agent stressed poisoning of cotton and planting certified cotton seed. The clubs, with the help of extension staff, carried out a rat eradication campaign using warfarin. The assistant county agent planned a 4-H club demonstration on buying fertilizer by plant food content. This demonstration won top honors in the State and was presented to all farm groups in the county.

Extension's Harvest

The study in Alcorn County showed two uses of the rural community development clubs. They were effective in bringing about both general community development and as a media for education on specific practices. Because members came from both farm and rural nonfarm families, a broad cross section of the population was brought into contact with Extension.

Since there were many nonfarm families in the clubs, the educational programs were broadened to include community, home, and family as well as farm topics.

The clubs provided a springboard from which to launch various educational programs. Club members learned about special meetings and services available through Extension. Publicity in newspapers and various club activities called attention to the work of Extension. Training in the clubs provided a nucleus of leaders for other organizations.

Finally, the clubs demonstrated the value of coordinated effort of town and country residents and agricultural workers.

TESTING 4-H

(From page 138)

has certainly taught me many things about others and myself. Perhaps the greatest lesson I derived from being a junior leader is that no one person can exist by himself—everyone needs someone.

"I found this true when I saw the eyes of the young members light up when they learned something new at the project meetings and when I learned how to sew an invisible hem from one of the clothing members. From this, I could see that everyone has something to contribute, making life so much happier when everyone can cooperate in the fashion that 4-H'ers do.

"Besides teaching others new things, and learning new things myself, I believe the community will benefit from 4-H. In 4-H, where everyone from the members to the leaders learns to help themselves, we can see the future citizens of tomorrow as a healthy and wholesome group of people who will carry out their duties in life as good citizens should."

Sharing of talents—freedom in planning activities—a self-help program with all activities home-centered. These are bringing much happiness to the many families who are participating in the 4-H club program in Chicago.

TWO-WAY STREET

(From page 135)

sums it up, "I received the Homemakers College program and brochures and realized for the first time the magnitude of your program. This type of function helps to fill a need in our adult education program in New Mexico. Also, it brings our university into focus with the parents of the State."

A sample survey among homemakers who attended Homemakers College last year provides interesting figures on attendance, age groups and families of enrollees. The survey showed that 52 percent of the homemakers were attending for the first time; 24 percent had attended 2 years, and 24 percent for 3 years. About half the homemakers attending lived on a farm or ranch or in the country.

More than half had attended high school and more than one-third had some college training. Two out of 10 homemakers in the survey were under 30 years of age and 7 out of 10 were under 50.

Other Findings

Sixty-four percent of the homemakers had some family member at home under 20 years of age and 49 percent had children 10 to 19 years of age at home.

Our survey also showed that a majority of the women who attended Homemakers College devoted all their time to their homes and families. One-fourth of them were employed full time and about one-fourth worked part time away from home or earned some money regularly at home to supplement the family income.

Homemakers College is fast becoming a traditional activity. Each year an increasingly larger number of women attend. More than 600 homemakers registered for the first college in 1957, 750 in 1958, 800 in 1959, and 869 in 1960. These women came from 31 of New Mexico's 32 counties and included 80 women from 17 Indian tribes.

So it appears that Homemakers College is serving a need. It is providing a two-way street for the exchange of ideas between the public and their land-grant institution.

Georgia Plans Another Winter School

by GEORGE K. HINTON, *Publications Editor, Georgia*

THE first Winter School for Extension Workers, held at the University of Georgia from February 15 to March 5, proved highly successful. On the basis of popular demand, indications are that the school will be repeated next year.

The process of having another winter session approved has been put into motion, according to Dr. C. C. Murray, dean and coordinator of the University of Georgia College of Agriculture. Dr. Murray said courses similar to those offered this year are contemplated, although there may be some changes in line with requests made by students.

The ECOP Training Committee and others interested in extension training had long recognized the need for such a school. The summer schedule for extension workers is growing heavier and it is becoming more difficult for them to get away from the job during the summer months.

Two years ago, Georgia leaders decided to try and work out the problems standing in the way of a winter school. Director of Extension W. A. Sutton proposed to the ECOP Training Committee that Georgia would be an ideal place for the school because of the mild climate and facilities available at the Georgia Center for Continuing Education. The Center has living, eating, and classroom facilities in one building.

A good cross section of Extension was represented at Winter School in Georgia. Dr. Arthur E. Durfee, assistant director of extension, New York, and a faculty member, discusses an assignment with two students. They are: Mrs. Huldah B. Samuelson, home demonstration agent, Anchorage, Alaska; and Miss Doris Duke, home demonstration agent, Banks County, Ga.

Dean Murray supported the idea, and he, Director Sutton, and S. G. Chandler, training leader, began making arrangements. By late fall everything was in order and notices went out.

Student Makeup

By opening day, 91 students had registered. They came from 19 States, including Alaska, and Puerto Rico and Brazil. The student body represented a good cross section of Extension—2 assistant home demonstration agents, 9 assistant county agents, 11 associate county agents, 13 specialists, 5 supervisors, 27 home demonstration agents, and 24 county agents. Their service ranged from 1½ to 32 years, with the average being 10 years.

Six graduate courses were offered in this first session. They carried either two or three quarter hours credit. Courses offered were Public Relations in Extension Work, Principles and Procedures in the Development of 4-H Club Work, Administration and Supervision in Extension Work, Family Problems in Living and Financial Management, Effective Use of Information Media in Extension Work, and Communication in Extension Work.

The faculty consisted of Dr. O. B. Copeland, assistant executive editor of Progressive Farmer magazine; Dr. Arthur E. Durfee, assistant director of extension, New York; J. W. Fanning head of the department and chairman of the Division of Agricultural Economics, University of Georgia; Dr. Fred P. Frutchey, chief, teaching methods research branch, FES; Dr. Mary Frances Lyle, associate leader in 4-H Club and YMW programs, FES; Dr. Edward V. Pope, specialist in child development and parent education, FES; and Mr. Chandler. Dr. J. J. Lancaster, professor of extension education, was coordinator for the school.

A survey of students shows that those who attended were pleased with the school as a whole. Fifty-four rated the entire session "better than I expected," 29 "good," and none marked "not as good as I expected." Courses got an even higher rating, with 61 replying that they were "better than expected" and 23 "good."

The surprisingly large enrollment, despite rather brief notice that the school was to be held, and the comments of students show the school fills a definite need. Extension workers apparently welcome an opportunity to get professional training at the graduate level during the winter.

HOMEMAKERS REPORT

(From page 132)

county are discussed, special guests are invited. Representatives from the Red Cross, cancer association, heart association, traffic safety commission, and schools are among those who have participated.

The women have learned to select timely material and to organize it for a specific time bracket. They have learned to work together and to be ready to present programs on short notice when necessary. And they have developed remarkable "on-the-air" poise and self-confidence.

One outstanding value is the way in which program planning and production has helped the women. It is gratifying to attend a unit meeting and hear the radio chairman report, "We had a good time planning and giving our program. If you are asked to help with one, don't say no. It is one of the nicest experiences you'll ever have."

SCHOOL NEEDS

(From page 134)

areas considering such studies, especially if the extension agent has the organizational ability and time for such service.

Noted Gains

Here are advantages Parker and Pfau saw in having the local extension agent coordinate the school study:

1. Being a local resident, he helped with briefing and was responsible for the study getting a good running start.

2. His knowledge of local conditions and people prevented many of the obstacles often encountered when outside consultants work with local people on local programs.

3. Because he has known and worked with both farm and urban groups, he practically eliminated many of the rural-urban factions that sometimes show up.

Six more school districts in the county also have started school area studies. So Delta County is well ahead in gearing up for school programs to meet long-time future needs.

County Agent Joe Heirman, right foreground, discusses school study with MSU consultants and local committee chairman.

YOUNG ADULTS

(From page 139)

cated. Four out of five respondents attended church regularly but only half participated in any additional church centered organization.

Sixty-five percent of the men and 54 percent of the women said they feel at home in the adult organizations of the community in which they live. This indicates a willingness to spend part of their time with older adults. But four out of five still said that "organizations specifically for young men and women of my age are necessary."

In response to direct questions, the young adults indicated they preferred associations with only a part of the total group of men and women 18 to 30 years in age. Single young men and women naturally prefer to belong to groups of single men and women. The young married men and women prefer groups of married couples.

Although the older (24-30) do not object strongly to including the younger members in their groups, the younger members (18-23) definitely prefer to restrict the upper age limit. Furthermore, the young adults shy away from associating with groups oriented toward adolescence or to older adults.

There was relatively little objection to combining farm and town young adults. In fact, only 11 percent stated they would prefer groups consisting mostly of farm folks and another 11 percent preferred mostly town folks. The remaining 78 percent had no preference.

Approximately half of those employed were not satisfied with their present jobs. Forty-eight percent of the men and 67 percent of the women had not had any special training for their present jobs.

Seventy-eight percent of the men and 56 percent of the women expressed an interest in further educational opportunity. This is perhaps a reflection of the fact that 70 percent of the group had no education or special training beyond high school. Yet 65 percent of the men and 74 percent of the women are not participating in any form of organized educational effort.

What It Means

The practical problem faced by those who wish to involve young adults in worthwhile educational and group activities is to understand more fully the nature, interests, and needs of young adults. We need to consider program content, organization structure, and procedures which will effectively challenge the interests of young adults. It is not enough to design a program for mature adults and try to persuade young adults to take advantage of it.

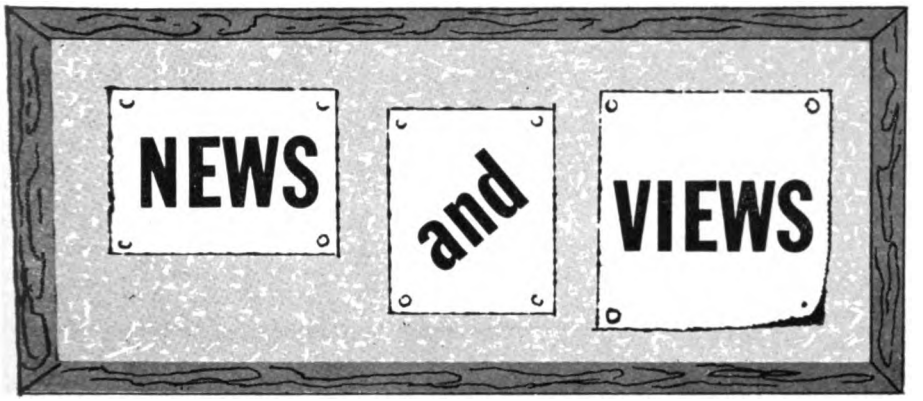
Variety Wanted

An adequately organized young adult program requires diversification on both the activities offered and the composition of the group. Young adults want to participate more actively and want to belong to organizations with other young men and women.

They recognize their need for more training and experience, improved personal qualities, and resources to get ahead. Many are looking forward to better jobs, but only a fourth are participating in any form of organized educational effort.

The problem is largely one of assisting young adults as they move from adolescence to full adulthood. Until they have achieved adult stature in their own eyes and in the eyes of other adults, they are denied the satisfactions of full participation and the feeling of belonging.

With bulging numbers of young people moving toward young adulthood, the challenge to local communities is clear. This is where the opportunities must be provided and where key older adults need to lend a hand.



Crop Pest Control Contest Open To NACAA Members

All members of the National Association of County Agricultural Agents are eligible to enter the County Agent Crop Pest Control Competition.

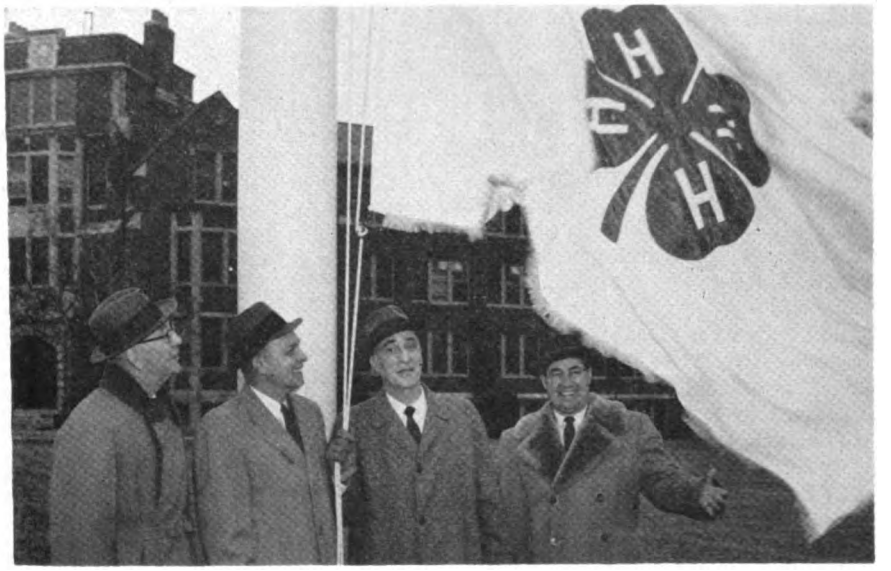
This new contest, sponsored by the Shell Chemical Company and directed by the NACAA, is intended to emphasize the need to control insects and other pests and to show the importance of visual aids in communicating information to a farm audience.

Entrants will be judged on three phases of their program for control of insects, mites, and nematodes.

- Total Pest Control Program Within the County. (Essay form)
- A Single Control Project Within the Total Program. (Detailed essay)
- The Use of Visual Aids to Communicate the Results of the Project (in above category) to a Farm Audience. (Complete description and examples of all visual aids)

National prizes are topped by an all-expense-paid trip for two to the NACAA annual convention in Miami and grand prize trophy.

Contact your State association for contest forms. All entries for State competition must be in by September 1.



4-H flag is raised over University of Connecticut campus during National 4-H Club week. Left to right: University President A. N. Jorgensen, Associate Extension Director Henry M. Hansen, Dean of Agriculture W. B. Young, and State 4-H Club Leader Maurice L. Hill.

BOOK REVIEW

LEADERSHIP FOR ACTION IN RURAL COMMUNITIES by Burton W. Kreitlow, E. W. Aiton, and Andrew P. Torrence. Published by The Interstate Printers and Publishers, Inc., Danville, Ill. 356 pp.

Here is a book that does a magnificent job of blending the theory and research of leadership and community development with the practical application of these principles. The case histories provide a dimension of realism which cannot be overemphasized.

The readable style of this book extends its usefulness beyond the professional educators in the field to all the cooperating lay leaders. Lay leaders in the Cooperative Extension Service, vocational agriculture, churches, schools, and farm organizations should find this publication on the "must" reading list if they truly wish to be more effective leaders.

County extension agents, vocational agriculture teachers, and other rural professional workers at the community level should make this book a part of their personal reference library if they are serious about developing local leadership and helping to solve community problems.

In addition, this book will have great utility in the college classroom.

Leadership for Action in Rural Communities is a truly significant contribution to the literature of adult education.—*Robert W. McCormick, Leader of Extension Training, Ohio.*

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.**

G 1	Family Fare—*Revised 1960*
G 67	Insects and Related Pests of House Plants—How to Control Them—*New*
L 461	Bluetongue of Sheep—*New*
L 466	Raising Guinea Pigs—*New (Replaces L 252)*
M 814	Plant Hardiness Zone Map—*New*

One-Stop Service Center

by GEORGE A. HAMILTON, *Scotts Bluff County Agent, Nebraska*

Agricultural agencies in Scotts Bluff County, located in this modern building, offer convenient service to local residents.

CONVENIENCE is the word used by local people when they stop in at the new agricultural center in Scotts Bluff County, Nebr. The center houses side-by-side the County Extension Service, Soil Conservation Service, and County A.S.C. office.

With many changes taking place in agriculture across the nation, extension staffs have enlarged to keep pace with the needs of people they serve. This meant more personnel—both agents and clerical, equipment, and bigger supplies of publications.

Just as small barns were adequate on early day farms, small offices served Extension's needs in the early days. But if extension agents are going to operate efficiently today, they must have modern equipment and facilities.

As one farmer describes our new office, "This is sort of a one-stop center for the busy farmer. Here he can obtain several services." Another said, "I have been trying to correlate some work for 3 years. But when I had a green light from one office and then went to the next one across town, I could never find a parking place. This year I got the job done."

This type of center brings about the correlation of the many functions of the three agencies. It also brings better understanding of each other's job and better relationships.

As county agent, I previously found my work hampered by poor convenience to the other offices. I feel our potential has more than doubled in the new location.

The office is in the center of the county and is accessible to everyone. In the rear of the building is a large conference room with a painted screen on one wall. This room also contains a modern kitchen, which is used by the home agent for homemakers meetings. The facilities are augmented by a large lot which allows easy automobile parking.

Design for the future is evident in this office center, with modern communication and emphasis on specialization. Extension services and other agricultural agencies should find a building of this type to their liking.

Home Agent Esther Kreifels gives a lesson on fruits and vegetables to county homemakers. This modern kitchen is in a large conference room, used for agricultural and home demonstration meetings.

EXTENSION SERVICE Review

AUGUST 1960

Products at Their Doorsteps, page 147

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. 31 August 1960 No. 8

Prepared in
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Division Director: *Elmer B. Winner*
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In This Issue

EAR TO THE GROUND

Things change so rapidly these days that we shouldn't be startled by new developments. But it's still somewhat of a surprise when old, familiar sights are replaced by symbols of modern progress.

I had some surprises last month on a vacation trip to my home county in northern New York State. I make this trip about once a year but each time I am amazed at the changes taking place along the way.

Crops of houses are springing up where I expected to see corn growing or cattle grazing. A superhighway under construction is bisecting farms and, in one case, a village. Homes are being torn down or moved to make way for this highway. And overhead bridges will carry traffic high above residential streets.

Changes like these are not confined to the Northeast. These and many others are taking place in every section of the country. Change usually brings progress but it brings problems for many people, too.

This came to mind this week when we were discussing plans for future issues of the REVIEW. In September we are starting a series of four special issues on program development. We hope they will help you in working with local people to solve the problems which accompany change.

Know Your Audience—Know Their Needs will be the theme of the September issue. It will deal with methods for determining audience characteristics, attitudes, needs, values, and problems.

The October issue will deal with planning an extension program to meet people's needs. It will discuss the "why" of program planning and will feature several examples of involving lay people that really represent the county population and interests.

After the program is planned, you have to put it into action. And that's what the November issue is about—launching and carrying out the program.

The final step in good programing is evaluation, to be featured in the December issue. We have to take a look at what kind of job we've done—which methods worked, which didn't, and why.

Throughout these four issues, I think you'll find many good ideas that your fellow workers are using to develop effective extension programs.
—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.

Mrs. W. Fred Schurig, home demonstration department chairman, helps Associate County Agricultural Agent L. A. Devenpeck with Consumer Day presentation.

Products at Their Doorsteps

by K. G. REGENT, *Suffolk County Office Manager, New York*

A high-producing agriculture and a rapidly growing suburban population. When a county has both, it can be an ideal situation for producers and consumers to get together.

Suffolk is the top agricultural county of New York State. It is one of the three leading potato-producing counties in the Nation and is world-famous for its Long Island ducks.

Suffolk County also has one of the fastest growing populations on the eastern seaboard. Its 1500 farmers are almost submerged by the steady flow of suburbanites. Suffolk had 290,000 residents in 1950; there are more than 600,000 now.

Problem of Awareness

The fact that it is a top agricultural county and a top county in population growth poses a problem for the Extension Service.

Many of the ex-urbanites in the western part of the county are unfamiliar with Suffolk's outstanding position as a producer of foodstuffs.

About 2 years ago the extension staff, in conference with its county board of directors, agreed that this offered a challenge. The problem was—acquainting these new homeowners and consumers with the fact that practically on their doorsteps is an abundant supply of potatoes, cauliflower, poultry, and other agricultural products.

There are enough "per capitas" within this county to consume a large percentage of our agricultural production if the marketing practices of this group could be directed toward this end. This would benefit both producer and consumer groups.

The Board of Directors set up a consumer information committee, composed of county staff members with Home Demonstration Agent Helen G. Easter, chairman. This committee sought practical means to acquaint these new residents with Suffolk County's food production.

The committee wrote a weekly news column to local newspapers—For Better Eating. It emphasized, on a timely basis, availability of high quality local produce, the ways that it could best be used, and the economies of buying in season.

In addition, scores of turkey carving and preparation demonstrations were presented.

Public Show

Later the committee developed an idea that might have had its roots in old county fair days or expositions. A public display for these nonfarming neighbors could highlight several of Suffolk's leading agricultural products.

For this first attempt, Long Isand potatoes, turkeys, and nursery stock were emphasized. We sought cooperation from other agricultural agencies. Also we gained publicity through local radios, newspapers, the Suffolk County Farm News, the county home demonstration department's newsletter, and other media.

We located a large auditorium in the village of Bay Shore, which is almost in the heart of the fastest growing area. The event was scheduled for October 14, christened Consumer Day, and had the theme—The Consumer Looks at L. I. Produce. We hoped that this first attempt would attract 200 to 300 people.

Outside Cooperation

The ladies' auxiliary of the Long Island Farmers Institute, which had been publicizing potatoes, offered their services. The Long Island Poultrymen's Association cooperated; the Long Island Agriculture & Marketing Association (shipper-dealers of potatoes and vegetables) helped. Representatives of the State Department of Agriculture & Markets were interested.

Details, programs, types of exhibits, talks, panel discussions—all were gone over by the committee which now included representatives of the cooperating groups.

Circulars were distributed describing Consumer Day; spot announcements were arranged for radio usage and all possible local newspaper publicity was sought.

A banner across the auditorium

(See Consumer Day, page 156)

"Multiplying" Money with Food Facts

by MARY RUTH DEWEY, *Tulare County Home Advisor, California*

MRS. Jones says she doesn't have enough food money to feed her family." Genulnely concerned, Tulare County, Calif., welfare workers often discussed this with extension workers.

Tulare is the country's number two county in agricultural production. We have a large farm labor population dependent on seasonal work. We also have many senior citizens and families receiving aid. The welfare program is a costly one. Community leaders are anxious that grocery money provide adequate food for recipient families.

That is why the welfare department called on home advisors for help. After consultation with the welfare staff, Area Home Advisor Anna Price Garner and the county home advisor designed a demonstration to help homemakers.

Many-Sided Approach

We named the demonstration, Stretching the Food Dollar. Our aim was to teach those of limited background as well as to hold the interest and teach those of wider experience.

Four Footsteps to Good Health was the introduction to this demonstration. Each of the four food groups was presented as a step to good health. We made cutouts in the form of large footprints and placed pictures of different foods on them. We used the cutouts on flannelboards. The required number of daily servings was indicated by a large number placed on the footstep.

Each person attending was given a leaflet, Four Footsteps to Good Health, to take home. The suggestion was made that this leaflet, written in both English and Spanish, be fastened on the kitchen wall until the family becomes thoroughly familiar with the basic food groups.

To put buying in a realistic situation, we arranged food on counterlike tables. We set up four "departments," corresponding to the four food groups, with a wide assortment of food in each.

Boiled-Down Facts

Then the home advisor, pushing a shopping cart, "went to the store." She chose some foods for the market basket; others she rejected. She explained the reasons for her choices. Principles of storage and cooking were included in the comments. Emphasis was always on the best bargains in food value.

Some of the points demonstrated were: Figure the true cost of food by figuring the cost per serving. Choose bright yellow and deep green vegetables for higher Vitamin A value. Compare meat on a cost-of-serving basis. Always choose whole grain or "enriched" bread and cereals.

In the demonstration, we figured the cost per serving of home cooked and ready-to-eat cereal. Also, we indicated the increased cost, on a per serving basis, of the small package over the large package of cereals. Many more ideas were presented for having the family well-fed and not just well-filled.

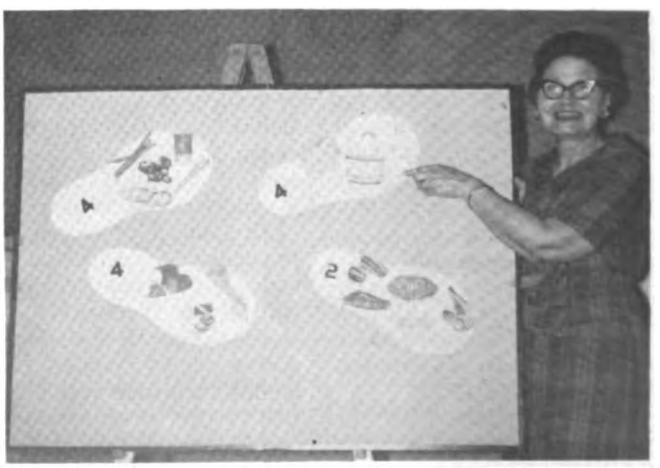
Measurable Results

The Wefare Department extended invitations to these Family Food Forums and the case worker followed these with personal invitations. Welfare Department case workers attended every forum in the area to which they were assigned. So they were in a position to help on followup with recipients.

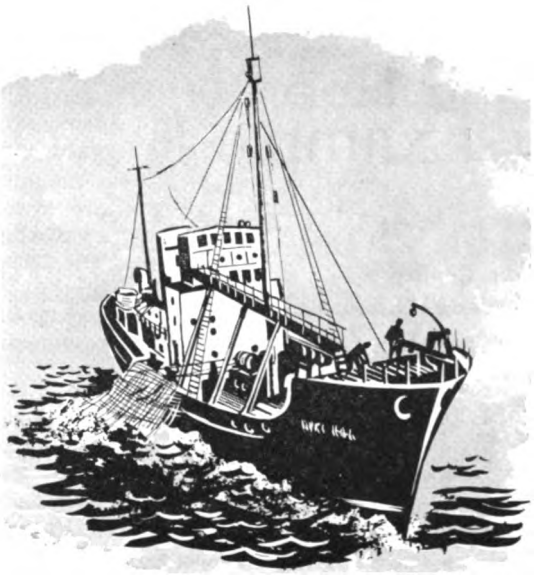
At the first series, given in 6 different areas of the county, 210 heads of families, representing 1,100 family members, were instructed. Immediately requests for more such demonstrations came from both the aid-recipients and the professional welfare staff.

We have completed a second series on principles of preparation of foods in two of the food groups. Others are planned.

Now when Mrs. Jones says she doesn't have enough food money to feed her family, her case worker can help find the reason.



The author points out the Four Footsteps to Good Health used to instruct homemakers with limited incomes.



'Fishing' for... NEW MARKETS

by ZELMA REIGLE, *Consumer Marketing Specialist, Oregon*

I LEARNED more about fish in one day than in all my previous career. I know statistics, lots about catching the creatures, about processing, packing, storing, and marketing fish. I have pages of notes, pamphlets of recipes—oodles of ideas!"

That's the comment made by the women's editor of a leading Oregon daily newspaper after she'd attended one of Oregon's Seafood Information Schools held in February 1960.

Initial Effort

Why and how did these seafood schools come about?

Oregon is blessed with virtually an unlimited seafood supply. In 1958 over 54 million pounds of seafood were taken from coastal waters!

But the seafood industry, like many others, has never attained its full potential. If consumers included more seafoods in their diets, it would stimulate the industry—and provide new income sources for the State.

Spearheaded by Dr. E. W. Harvey, in charge of Oregon State College Seafoods Laboratory, four seafood information schools were organized.

General objectives of the schools were to develop better consumer understanding and appreciation for seafoods in the diet and to develop maximum consumer satisfaction in the use of Oregon seafoods.

Extension served in an essential capacity in the seafood information schools. Mrs. Mabel C. Mack, assistant director, and OSC consumer marketing specialists scheduled the schools in four western Oregon cities. Extension also counseled with Dr. Harvey in planning the program.

Both Mrs. Mack and I participated in each school. County extension agents in each of the four cities handled local arrangements and publicity.

The U. S. Department of Interior's Bureau of Commercial Fisheries, provided the services of two seafood marketing specialists. They participated in the daily programs and supplied samples of available information.

At first, plans were to limit the four schools to "professional" people who serviced large audiences. This included extension agents, nutrition and marketing specialists, home economics food and fisheries instructors and students, home economists in business, dietitians and quantity food service personnel, county health nurses, and radio, television, and newspaper food editors.

But by popular request from people in the counties, three of the schools were opened to the public. Attendance at the Portland meeting was restricted by the size of the auditorium.

Particular Aims

More specific objectives of these seafood information schools were:

To acquaint educational groups with materials and information available through the National Fisheries Institute, the U. S. Bureau of Commercial Fisheries, and other State and local agencies.

To bring the latest and most up-to-date information on selection, care, cookery, and food value of fishery products to those who would take the story to the general public.

To demonstrate techniques for serving a variety of seafoods attractively in order to encourage wider use of and greater satisfaction from all seafoods.

To strengthen the working relationships between Oregon State College, Bureau of Commercial Fisheries, the National Fisheries Institute, State, and local agencies.

Twenty experts in every phase of the industry took part in each day's program. These included commercial fishermen, canners, marketing specialists, educators, hotel chefs, and a trained home economics demonstrator.

A typical day's program included:

Kinds and variety of seafoods available—given by marketing specialists of the Bureau of Commercial Fisheries and an Oregon Fish Commission representative.

Catching and care of seafood—presented by fishermen.

Seafood processing and purchas-

(See New Markets, page 156)

We Teach by Example

by MARIE PENUEL, *Lenoir County*
Home Economics Agent, North Carolina

REMODELING our county home demonstration laboratory turned out to be an education for nearly all our county women, our county commissioners, and other extension staffs, as well as ourselves. We were teaching by example.

Perhaps others are more elaborate, but our laboratory serves both our rural and urban people. It has been used as a guide by other counties planning to remodel.

Women's Interest

It all started when Lenoir County club women recognized that we needed more adequate facilities if the extension program was to meet the needs of our people. Our quarters were crowded and our kitchen was of the 1930 vintage. The average homemaker had more adequate facilities than we did.

Homemakers expressed their opinions of the office situation. And their programs were filled with more information on "better housing for better living."

About this time the women were planning their next year's program. They designed the housing and house furnishings part both to fit their needs and to fit the new laboratory.

We immediately gained the cooperation of the county commissioners. They looked over our quarters, visited other county offices, checked with an architect and builder, and appropriated the funds we needed.

What is this "new look" like? It's a one-room area—one end features a modified U-shaped kitchen; the other end is the home agents' office.

While compact, the kitchen is large enough for two people to work. Storage is ample. The kitchen is planned to minimize walking, stooping, and stretching in accordance with modern work-simplification ideas. We took into account—work centers, convenience of equipment, lighting, etc.

Another feature of our laboratory is the completely equipped, compactly arranged sewing center.

Every available space is used for storage—including corners, counters, and wide hallways.

Near the office entrance is our bulletin board and reading center. Timely displays attract the office caller. Often a question can be answered here before it is asked, or the display may lead to questions.

The county's home demonstration garden club established a reading shelf in this area. They are also responsible for laboratory decorating.

Homemakers' Use

The entire homemaking program is conducted in this one room. Folding panel screens make handy partitions when needed.

We can accomodate 35-40 leaders for training schools and demonstration purposes. Larger groups use the connecting auditorium. But whatever size group we have, we are able to use our new facilities as an actual workshop for homemakers.

Can a remodeling project such as this be an educational program? In Lenoir County it was and is. Our project was designed into the overall homemaking program. The people and agents analyzed the existing situation, set up their goals, and planned teaching to help change this situation and the people.

Already we are aware of effects this has had. In the beginning, leaders offered concrete suggestions toward this project—how they felt it could best serve the people. Club women planned their program, determined what materials would be needed for demonstrations, and contributed toward purchasing this equipment.

Samples, examples, and supplies are available to the general public even when the home agent is away. The Lenoir laboratory contains samples of draperies, sewing patterns, cookbooks, art supplies, and home equipment for women to look at or use.

People have been helped to recognize the value of wise planning and planned storage by using the laboratory. They take pride in it because they had a voice in the planning.

Often a leader will work with an office caller—pointing out various features of the department and its advantages while agents are working with others.

Widespread Effects

People from all walks of life want to see the improvements firsthand. During the first 11 months, we had 959 office calls in connection with our housing and house furnishings program.

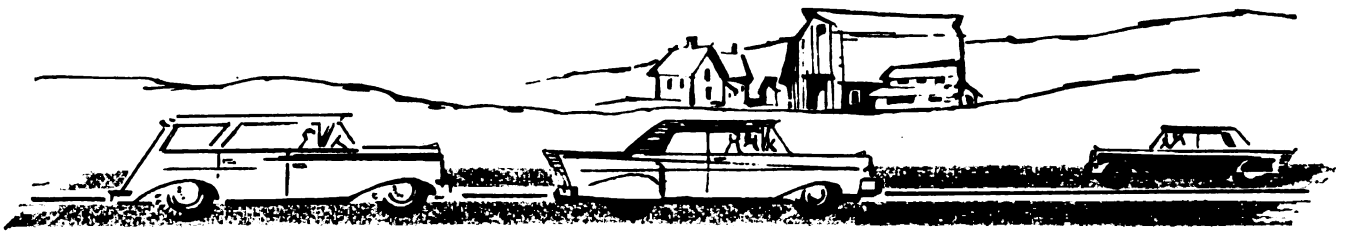
Many others have seen our new setup in connection with other phases of the extension program. Agents and other people from 22 of the 100 counties in our State have made special visits. Home agents from Maryland and Virginia have studied it. Study groups from six foreign countries have visited the laboratory.

Over 100 families have used the project as a guide in their building. Several revolving cabinets have been made. (The one in the laboratory was the first built by the local cabinet maker.) Seven sewing centers have been planned; five have been built.

Extension work is education—education is growth—growing takes time. Each year new achievements are recorded through our extension program. But longer periods will enable us to measure the real value and growth of this project.

We feel the project is an aid in bringing to families the techniques and skills that make for greater efficiency, less waste, better use of talents, and the development of people for better living.

Keeping the Wheels of Safety Turning



by EDITH E. SMITH, *Logan County Home Demonstration Agent, Oklahoma*

SAFETY is no accident in Logan County, Okla. Home demonstration women are concerned with the tragic waste of life and property due to traffic accidents and they are keeping the wheels of safety turning.

Urgent need for a safety program was brought to the minds of county women in 1956 when a local teen-age boy was killed and three other teenagers seriously injured in a car accident. Talking with the local police and highway patrol, the women found that the county accident rate was high. And they found that a high proportion of the accidents was due to human failure rather than mechanical defects.

Early in 1957 the county women started in a safety education program. The project is still going strong—with increasing interest.

One main problem was a lack of safety education. The women felt many accidents could be prevented if all family members could be taught to think and act safely when driving, walking, and bicycling.

Countywide Drive

To start the project, the council president appointed a safety committee representing all communities in the county. During the 3-year project, they set the following goals:

- To stress safety education in home, school, and community.
- To interest other organizations in the importance of safety education.
- To cooperate with the Optometric Auxiliary in conducting visual surveys.
- To clear blind intersections and farm driveways.
- To determine need for traffic signs and get them set up.
- To encourage use of reflector tape on farm vehicles.

To involve as many people as possible, safety is discussed at county council planning meetings. In addition to the county safety committee, each local club has a committee.

Support of other organizations also is encouraged. When the project started, the county committee met with the safety committee of the Guthrie Chamber of Commerce and representatives of local police and highway patrol. Statistics were presented on the county accident situation and the need for safety education was stressed.

Approach to Safety

Safety work has been emphasized through educational meetings, safety films, visual screening tests, groups and individuals working to improve road conditions, surveys of need for road signs, individual groups working on marking vehicles, safety skits, exhibits, newspaper articles, and radio programs.

This year the council offered prizes for local club safety projects. One club sponsored a slogan contest in county schools and youth clubs. Short safety slogans were published as fillers in two county newspapers and organizations finding the most slogans won prizes.

Perhaps the most unusual method is "singing for safety." Safety parodies set to well known tunes, are sung at county and community meetings. Copies were distributed to 4-H clubs and numerous other organizations.

Educational meetings sponsored by home demonstration clubs have been held in 19 communities with a highway patrolman as speaker. The importance of the proper attitude toward safety and traffic laws was stressed.

Pedestrian safety and rules for safe driving were emphasized at meetings in 14 county schools. A safe driving program was presented in each of the 23 home demonstration clubs. In 1959 and 1960, educational safety conferences with other groups were held.

Additional Projects

The county safety committee sponsored visual screening tests devised by the Optometric Auxiliary. A total of 683 received the tests and followup cards were mailed to people with defective vision. The cards suggested they see a doctor for further examination.

Surveys were made to determine where road signs were needed. Through the cooperation of the county commissioners and State highway officials, 127 signs have been erected. Other results include 362 blind intersections and driveways cleared and 2,848 farm vehicles with reflector tape added.

Exhibits and visual aids have added interest. A float carrying a wrecked car with appropriate captions was entered in a parade viewed by 75,000. A 4-H safety poster contest is held annually, with posters displayed in every store window in the county.

Safety efforts of the Logan County women have won national attention, too. In 1958 and 1959, the county

(See Wheels of Safety, page 156)

Training Home Agents in Other Lands

by HELEN STROW, *Federal Extension Service*

Editor's Note: Miss Strow's article is based on her observations during a recent visit to the Near East and South Asia. She worked with the head instructors of these centers when they were observing extension work in the United States.

WHERE can we find trained staff to carry on home economics extension work? This is one of the greatest problems of newly organized and expanding Extension Services in foreign countries.

In many of these countries, educated women are rare and most of them come from the cities. City girls must first be taught about village life and then trained how to work with rural women. Often these girls have little desire to live in villages and they consider rural women as less privileged.

Special Training

This has led some countries to the villages for girls who are to become home demonstration agents. This means that they often start with young women with 9th grade education or less.

To prepare village girls for home demonstration work, extension services in some countries have set up their own training centers. Iran is one of these. Last March, 45 young village women graduated in the third and largest class.

Practical work is emphasized in the 10 months of training. Each girl practices planting and caring for family size gardens. The school also has several family size poultry flocks so that the girls can get experience in the care of this important food source and income supplement. The young agents are able to teach villagers to make chicken coops as well as care for the flocks.

India first set up 27 centers for training and is now opening 12 additional Home Science Wings, as these centers are called. In most states, the Home Science Wings are attached to Agricultural Training Centers.

Former International Cooperation Administration participants are chief instructors at two of the Wings. Kumari Jayamini heads a school which is housed in a new building. Shanti Sudarsanam is setting up her school in part of an old castle. In spite of the physical differences of the buildings, both young women have arranged their facilities to teach necessary skills to their students.

Training in the Home Science Wings of India lasts 1 year. From 5 a. m. to 10 p. m., the student's day is filled with classes, village work, and practical work (such as in the kitchen garden).

Practical Living

The students in the Wings live in groups like a family, similar to home management house experience. Miss Kumari Jayamini, head instructor in the Mandya school, describes it:

"During the training period, the Gramsevika trainees will be accommodated in separate family units of various sizes to practice all household jobs and to gain experience based on principles of self-help and division of labor. These houses serve as laboratories for them to experiment with improved practices of living and working which is helpful for extending the findings to the village houses."

The facilities that students use in this family living experience are similar to village equipment. The kitchen stove is the mud smokeless chula which these students will later teach village women to make and use. Pots, pans, and storage jars are similar to what the village women have. Girls learn to use the fireless cooker, iceless refrigerator, and nested cooking pots.

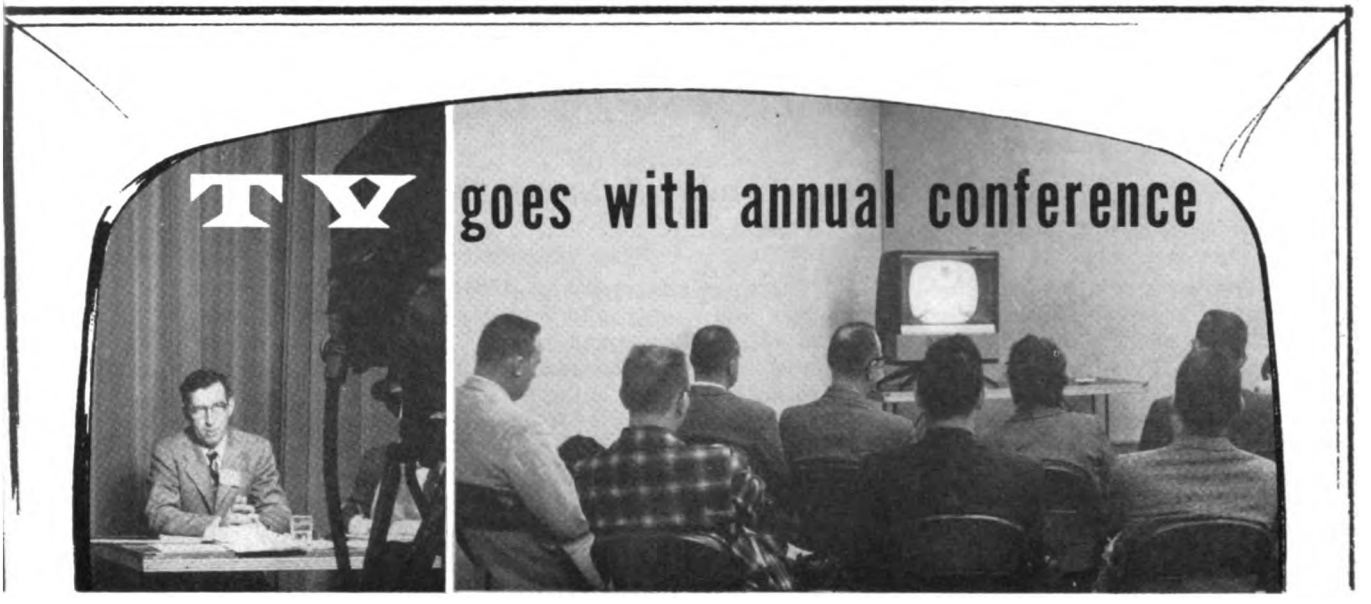
At the same time, they learn to use improvements which are within the reach of village women. When they go to work in the villages they can demonstrate these improvements with confidence.

The garden is planted as near to the kitchen as possible and the laundry center is established near the garden. In this way laundry water can drain into the garden and serve a second purpose of watering the vegetables.

Actual experience in villages is a

(See Other Lands, page 158)

Iranian student-home agents are training in foods and nutrition, among other homemaking skills, at their equivalent of a home management house.



by E. F. GRAFF, *former County Extension Director,* and CANDACE HURLEY, *Assistant Editor, Iowa*

CAN closed-circuit television increase participation and interest in annual conferences? We tried it in Iowa and the answer is yes.

Three keynote speakers for the conference (Dr. Cyril Houle of the University of Chicago, Dr. Robert Parks of Iowa State, and Dr. Emory Brown of Pennsylvania) presented their talks via closed-circuit TV.

Extension workers, except for the final day of the 3-day conference, heard all speakers while meeting in groups of 25 persons each. They were grouped around 20 television sets in the Memorial Union on the Ames campus.

Objective Wanted

Why this approach? And what was the general reaction to it?

The planning committee knew that it wanted to present educational leaders with significant messages pertinent to the theme of the conference—Extension's Service in a Changing Iowa. It hoped to involve all staff members in active participation in the conference. The planners wanted to set an environment which would foster group spirit, close attention, and prompt attendance.

Closed-circuit television, it was decided, would seemingly bring speakers closer to the total audience. Groups would have opportunity to hold discussion before and after each television presentation. Discussions would be led by county staff representatives. During post-discussion periods, questions would be relayed immediately to the TV studio for a question-and-answer discussion.

Physical Setup

Arrangements involved early planning with engineers and persons in charge of the building where the conference was held. It also meant checking with speakers as to their visual needs for television presentation, establishing a core of discussion leaders, and setting up a system to relay questions back to the speaker.

This setup takes top-notch speakers who are aware of the value of good visuals. Also, if discussion groups are involved, it requires thorough orientation of discussion leaders with the purposes of the particular speaker.

One problem was getting avid discussion chairmen to keep their hands off the volume control. All sets were adjusted to a definite volume level. Operation at a lower volume insures better intelligibility and less interference with other groups in the same room.

We found that discussion groups work best when located in separate rooms.

Since the conference involved both closed-circuit TV and the discussion-group method, the engineering phases of the project were of interest. A technical report by Donald Haahr, liaison and planning engineer for WOI-TV, is available. He recommends:

- Use the sound system of the conference building whenever possible to insure more uniform level and better quality sound.
- Allow adequate time for engineers to install closed-circuit TV equipment and to check it out.
- Use TV receivers with speakers that project out the front.
- Operate receivers in subdued light, but not in the dark.
- Keep the group to 25 persons or less so each individual may be seated to the front and fairly near the receiver. Establish a maximum and minimum distance to the first row of chairs.

In general, participants and committee workers sized up the closed-circuit TV experiment favorably. They noted close attention throughout—no chatting, no sleeping, no ab-

(See TV Conference, page 158)

Why Do I Believe in 4-H?

by HENRIETTA GOHRING, *State 4-H Club Agent, South Dakota*

HAVE you as a professional extension worker recently asked yourself, "Why do I believe boys and girls should be in 4-H club work?"

We asked this question of five different groups of people attending the county 4-H leader training schools in South Dakota during January. The aim of the schools was to give leaders a better understanding of the philosophy and objectives of 4-H club work.

The total group was divided into 4-H parents, leaders, members, local businessmen, and county extension agents. These comprised five separate groups giving their individual reasons.

The five held separate buzz sessions. And a representative from each formed a panel which reported to the entire delegation. The groups' reasons were recorded on a flip chart.

Each group followed similar lines of thought, although their wording varied. And they emphasized different attributes.

County extension workers believed boys and girls should be in club work for the opportunities for individual development in personality, character, self-confidence, responsibility, creativeness, independence, sportsmanship, citizenship, and leadership in community affairs.

Club work has an educational value in learning by doing, in learning and accepting new ideas and methods, in developing talents for a broader fuller life, and perhaps laying the groundwork for a lifetime profession.

Parents' Opinion

Parents felt 4-H offers many opportunities for the development of the individual in desirable traits of leadership, followership, and sportsmanship. The member grows in ability to express himself, in self assurance, and in getting along with others. They have opportunities to develop and display their talents.

Club meetings and events in the community and county afford occasions to meet other young people. They provide a wholesome place for youth to go where they enjoy doing and learning as a group. 4-H offers experiences in democratic procedures.

Exactness, creativeness, skills in agriculture and homemaking, value of money, importance of keeping records, pride of ownership, striving toward a goal, and value of competition are derived from the member's project and activity work.

4-H creates an interest in public affairs as families are brought together, and interest is shown in community betterment. Standards for the member and his parents are established. Improvement in parent-child relationships is realized.

Youth is offered an opportunity to learn more about a future in agriculture, home economics, and other fields.

Other Thoughts

Leaders summarized their thinking by saying: 4-H is a year-round educational project teaching responsibility, profit and loss, cooperation, confidence, and poise to the boys and girls while grooming them for tomorrow's world.

Businessmen felt that 4-H develops traits desired in future employees—responsibility, cooperativeness, self confidence, pride in achievement, and leadership. Training is offered in the field of agriculture which is becoming highly specialized and where a profitable operation is essential. Community interest is promoted in conservation and economic progress. Businessmen said the future of the community depends on the competencies of the youth of today.

Belonging to a group, leadership development, fellowship, and sociability with other 4-H'ers were reasons repeated by many of the members. They felt competition, learning how to win and lose, gaining poise, and being able to express themselves are valuable qualities. They learn about agriculture and home economics and thus are preparing themselves for future life.

Basically the five groups said the philosophy of 4-H club work is the mental, physical, social, and spiritual development of the members so that they will become useful citizens.

Tie To Scope

The group's reasons—objectives—are closely allied to the 10 objectives for extension's youth program as set forth by the Scope Report subcommittee.

To help the leaders realize the close association of their objectives and the aims of Scope, one of the 10 objectives was given to a group of four or five leaders. They were asked to study the objective and interpret it to the group. They were to explain its place in the 4-H club program, and to tie in the objective with reasons listed by the five groups.

Challenging and inspirational discussions arose as one member of each group presented his objective on the flannelboard.

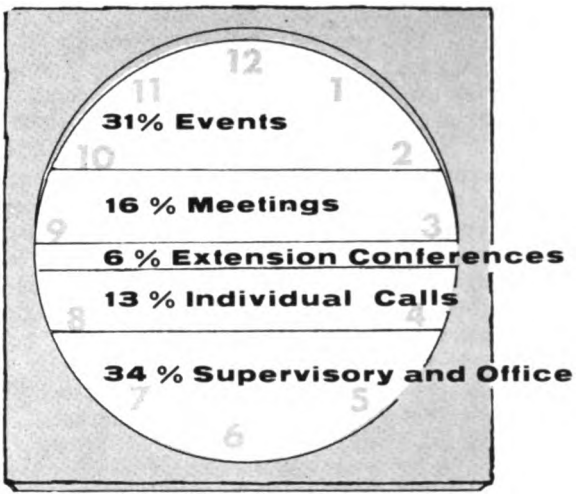
Before the objectives were discussed, some leaders were asked to select the one objective they considered most important. Few changed their selection after discussion and most agreed that none should have priority. All objectives were linked together.

These objectives were and should be included when planning and carrying out the club program. Many felt more emphasis was needed on a particular objective in the local club and in the county.

For 4-H to build champion boys and girls, each group working with youth

(See Believe in 4-H, page 158)

A LOOK AT TIME USE



by JAMES A. BEUTEL, *Los Angeles County Farm Advisor, California, and* PATRICK G. BOYLE, *Training Specialist, Wisconsin*

How do county extension workers spend time? Is our time spent on activities which help us attain program objectives? These are questions California 4-H club advisors tried to answer about their everyday work.

These 4-H club advisors were interested in determining how they spend their time and whether it was spent on jobs essential to attaining the objectives of their county 4-H program. This look at time use was taken in March, April, and May, 1958.

They found that 31 percent of their time was devoted to events, 16 percent to meetings, 6 percent to extension conferences, 13 percent to individual calls, and 34 percent to supervisory functions and office routine.

Analysis of Time Use

The 4-H advisors worked an average of 51½ hours per week. The average work day was 9½ hours and on 3 out of 8 days they worked after 6 p. m. Advisors spent time on 4-H club work on half of the Saturdays and one-fourth of the Sundays.

Events took more time than any other 4-H activity. Of the 31 percent of 4-H advisors' time devoted to events, half was spent on planning and getting ready. Events included fairs, contests, field days, camps, etc. The months studied are heavy with such activities in California.

Meetings of all types received 16 percent of 4-H advisors' time. Training leaders and teaching subject matter accounted for 36 percent of the time devoted to meetings. Meetings included those held by extension and other groups. An additional 6 percent of advisors' time was devoted to conferences for extension personnel.

Farm, home, and office calls received 13 percent of 4-H advisors' time. Office calls took one-fourth of this time, farm and home calls took half of it, and travel on calls the remaining time.

Supervisory Work

Extension personnel spend considerable time on supervision of the extension program and routine office work. In this study, 34 percent of advisors' time was devoted to supervisory functions and office work. The supervisory functions were program coordination, public relations, counseling lay leaders, organizational work, program planning, and evaluation.

4-H club leaders, members, parents, and sponsors received a total of 40 percent of advisors' time. Leaders receive more time than members, parents, and sponsors combined. The remaining 60 percent was spent working with other extension personnel or alone.

In the study, 4-H club advisors were asked to indicate how they should spend their time to attain county 4-H club program objectives. Responses indicated differences from actual time use. They were related to time spent on meetings, events, leader training, and routine office work.

Advisors thought they should be spending twice as much time on meetings. Training leaders and teaching subject matter, they indicated, should continue to receive more than one-third of the time devoted to meetings.

Events should receive less time. Advisors said events should receive less than one-fourth of their total time and less time than meetings. Planning and getting ready for events should receive only one-third as much time as is now being spent on them.

Leader training at both events and meetings should receive much more time than currently. At events, the advisors said, more than twice as much time should be spent training leaders to assume and handle leadership roles. At meetings, one-third more time should be given to leadership training.

Use Reappraised

Routine office work should receive substantially less time. Advisors said less than half as much time should be spent on routine office work as they now spend.

4-H advisors believe they should increase the time they spend with leaders and reduce the time spent by themselves or with other extension personnel. The directors of the county extension staffs involved in this study agreed rather closely with 4-H advisors on how the advisors should spend their time.

By keeping records of their time use and by indicating how they should spend their time, these 4-H advisors were able to identify areas where they may be spending excessive or insufficient time.

After identifying these areas of differences in time use, the advisors will be able to appraise their time use against 4-H club program objectives. And they may want to make changes in time use in certain areas of work to more effectively attain their program objectives.

CONSUMER DAY

(From page 147)

entrance explained Consumer Day and invited visitors.

The program started at 1:30 p. m. with the first demonstration by the ladies' auxiliary. They showed about 30 ways in which potatoes might be prepared and used. Some were prepared on-the-spot and samples were distributed to the visitors. The demonstration was accompanied by a talk explaining in detail the preparation of these dishes and how they might be used most effectively.

In conjunction with this, representatives of the Department of Agriculture & Markets, in cooperation with an associate county agricultural agent, presented a potato-grading contest. The audience was invited to decide how several groups of potatoes should be graded. Successful contestants received 5-pound sacks of top-quality potatoes.

Exposition in Action

Next on the program came a presentation of turkeys prepared in a score of different ways. Some of these portions were cooked on the scene and samples made available.

The third part of the program was a talk, movie, and slides advising the homeowner how he might best and most effectively use nursery stock to beautify his home grounds. The background of trees and shrubbery for this demonstration was supplied by a local nurseryman. Additional displays of shrubbery and flowers were around the auditorium.

In each of these presentations, guests were invited to ask questions.

Informal discussions between visitors and the demonstration groups continued after the formal presentation. In the evening the whole presentation was repeated.

It was estimated that over 600 people were present, that many persons who had no information about Suffolk's agricultural production learned a great deal, particularly new uses for products. The use and care of ornamentals caused some homeowners to consider the possibilities in beautifying their own homes and home grounds.

Suffolk County extension workers, in reviewing the whole project, realize that there are many possible improvements. And they will be made if Consumer Day is repeated, as it probably will be.

Behind such an undertaking, of course, is the thought that Long Island farmers might sell more produce nearby. The longer range, broader goals are to help these thousands of homeowners to learn that there are many ways in which they can live better.

We feel that this fledgling Consumer Day was a good start in a broader program of consumer information.

NEW MARKETS

(From page 149)

able forms of fresh, frozen, and canned fish available—presented by packing companies' representatives.

Wholesaling and retailing of seafood—discussed by representatives of wholesale seafood companies and a progressive retailer.

Flannelboard presentation on wide selection and use of seafoods, followed by a cooking demonstration—a consulting home economist and I teamed together on this topic.

Preparation and discussion of seafood dishes by chefs from the Oregon Chefs de Cuisine society.

Here, in capsule form, are highlights of the schools. Speakers emphasized the values of using less-known fish. Nutrition in seafood and economy values were pointed out. New and different cooking methods were featured.

Program Values

The one-day schools, first of their kind, attracted a total attendance of 580. A large percentage of these were professional people. Program participants throughout the 4 days felt the schools were a splendid example of an entire industry joining forces to tell the story of production, marketing, and suggested use.

Since the schools, Oregon extension workers and the industry have received many favorable comments. Retailers located in the cities where the schools were held have reported a definite upsurge in consumer interest in use of seafoods.

Other counties have asked for schools of their own. Requests have also come for additional copies of information offered. Seafood industry people recommend that similar schools be given at frequent intervals.

Certainly the schools showed how the Extension Service can work effectively with an industry in an educational effort to benefit people. These schools also demonstrated how an entire industry working together does provide consumers with acceptable products. Consumers, after all, are the ones who basically rule the food markets.

Finally, the seafood information schools pointed out how Extension can work successfully with an entire food industry from producer to consumer.

WHEELS OF SAFETY

(From page 151)

won second place in the National Home Demonstration Council traffic safety contest. For 3 years the county has won a certificate of merit in the Carol Lane Awards for traffic safety, sponsored by the National Safety Council and Shell Oil Co.

Results Evaluated

The payoff in a safety project, of course, is a reduced accident rate. And Logan County women are proud of their accomplishments in this area.

Since the project started, no fatal accidents have occurred on rural roads in the county. Through the safety program, publicity received, and cooperation of other organizations, club members have helped make the entire county safety conscious.

At the county safety workshop this year, the Guthrie police chief stated: "In 1957 the county's total accidents numbered 703; in 1958, 670; and in 1959, 640. I believe the educational safety work done by your organization has played an important part."

Logan County women have made a good start in a traffic safety program that will need to be continued. They recognize that safety is no accident and they know there always will be a need for safety education.

Tips and Shortcuts

DOUBLE-DUTY RECORDERS

Tape recorders do double duty in Calhoun County, Mich., County Director Burrell Henry says his office uses recorders for dictating as well as making radio tapes.

And they have an inverter which changes auto voltage so the recorder will operate in the car. Agents just plug in the recorder while in the field and take care of their radio tapes, letters, and news stories.

OFFICE INTER-COM

An inter-communication system in the Branch County, Mich., extension office saves steps for the whole staff, says County Director Boyd Wiggins.

The master control is on the secretary's desk so she can contact each agent as needed. This eliminates hunting down agents on foot and gets them in touch with callers sooner.

An inter-com in the conference room helps to relay important messages during meetings.

4-H RECORD SYSTEM

Dagger-like instruments in Michigan extension offices are not lethal weapons—they're part of the 4-H Keysort enrollment procedure.

The system is designed to speed up enrollment. The cards are a ready-made mailing list when separated according to keys. They can be sorted by project, age, years in club work, completions, and other factors important at report time.

PEGBOARD BULLETIN DISPLAYS

Pegboard is being used more and more often in Colorado county offices.

Adams County Agent Alvin Lesser replaced an old bulletin display rack with a wall-mounted pegboard rack. The new display is held to a maximum of 14 bulletins which are changed at least once a month. Metal racks holding the publications can be moved easily on the pegboard for different arrangements. Chairs and a table complete this "bulletin center," which invites office callers to browse through publications.

In Weld County, agents have added individual, compact pegboards to each office. With these, agents can keep a convenient supply of fast-moving popular bulletins and professional publications.

DEMONSTRATION POINTERS

Agronomists at Kansas State University believe that the best way to do extension teaching is through good demonstrations. Frank Bieberly, Gene Cleavinger, and Bob Bohannon have come up with two ideas to help agents with their demonstrations.

They prepared a looseleaf type folder for agents showing the purpose, type, and essentials of a good result demonstration. The folder also contains suggestions on establishing the demonstration, layout, labeling, and how to use it.

Question boxes attached to field demonstration approach signs are also suggested. These waterproof boxes can hold copies of an explanation of the demonstration. Agents might also leave franked, addressed post cards in the boxes so demonstration visitors can write for more information.

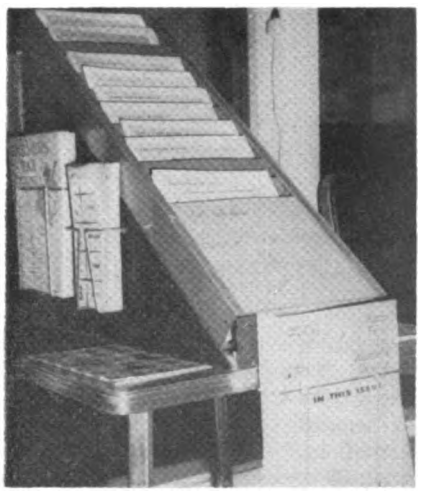
QUICK CHECK LISTS

A mimeographed "4-H check list" saves writing names of clubs each time a list of clubs is needed.

Barton County, Kans., Agent Paul Wilson says the check list saves writing names of clubs in many situations. For example, the list is used to check which clubs have sent in County 4-H Club Day entries, which clubs have turned in names for clothing leaders, or what is the current enrollment.

FACT SHEET RACK

A convenient display was developed by Alameda County, Calif., farm and home advisors for the reception room of their offices. Set at a handy angle, the rack is used for displaying sheets of information about educational services of farm and home advisors. At the end and side are places for additional publications.



TV CONFERENCE

(From page 153)

sentees. Everyone hung on the words of the speakers.

So we feel our attempt at personalizing annual conference was successful. Groups did feel closer to the speakers and participated freely in discussion. Closed-circuit television served well as a tool at annual extension conference.

Bob Kern, assistant extension editor, is on the 1960 annual conference committee. He says that this method of presentation has come up for discussion and everyone is in favor of it as the tool to handle the conference.

Kern says, "Two subsequent conference planning committees have regarded the closed-circuit TV as an effective, available technique. It has been ranked with the 'proven' methods, to be used when it fits the needs for a particular subject."

BELIEVE IN 4-H

(From page 154)

has to set up objectives. The reasons given for believing that boys and girls should be in 4-H are their objectives used in formulating their program.

The groups emphasized the educational value of 4-H work to the member, his family, and the community for today's living and tomorrow's changes. They were interested in an organization that provided education interwoven with sociability, the developing of talents, citizenship, leading and following, and in an organization that provided projects and activities that built blue ribbon members as well as blue ribbon projects.

This is how these people answered the challenge—why do I believe boys and girls should be in 4-H club work.

OTHER LANDS

(From page 152)

part of the training in many countries. Time spent in village work varies. In Turkey the students spend 3 separate weeks in the villages; Israel has started their first year with 10 weeks of field experience; and in India trainees visit their villages for short periods to get acquainted. Later they live in the village while doing their practice teaching.

Villages are selected for certain criteria the training staff feel are important. In both Turkey and India students go to villages where no home agents have worked before. In Israel villages with an extension program are chosen. But no other woman agent works in the village during the 10-week training period.

In all three countries teachers and students discuss together the successes and failures of the experience. Midway in the field experience, Israeli students return to their school for such a meeting. One teacher, Mrs. Rachel Manor, who studied at the University of Oklahoma in 1957 on an ICA grant, says:

"The workshop proved to be very useful. The girls were happy to meet again and everyone was anxious to hear of her friends' work and success."

A summary of the workshop says that a weekly meeting of students in a district strengthens the girls' rapport with the department and gives them a feeling of security and help.

Teachers at the Bornova training center in Turkey move near the students when their field work starts. Teachers visit frequently to help when needed.

Before leaving the village, these students try to have at least one latrine made by a family, a mattress made as a demonstration, and several families started to improve their gardens. They try to include demonstrations on child feeding and improved laundry practices. They also encourage women to demonstrate some new skills.

Size of the Job

The job of training a young woman with 9 years or less of formal education to be an extension agent is tremendous. It means teaching her subject matter, methods, how to work with people, and giving her some understanding of the extension service —all in 12 months.

The enthusiasm of the young students and the dedication of the teachers is evidence that the training will be accomplished. This makes it possible for these countries to prepare a nucleus of a staff to start doing the extension job. They are all aware that this is only a start and that they must follow up with inservice training and plan ahead for more advanced training.

Following school training, Turkish student-agents are assigned to villages for practice teaching a variety of subjects important to improved homemaking.

NEWS and VIEWS

Farm-City Week Plans Underway

Across the country extension workers are involved in plans for National Farm-City Week November 18-24. Kiwanis International is coordinating agency for the sixth year.

The objective of Farm-City Week, according to National Chairman Robert D. McMillen, is to bring about better understanding between the rural and urban segments of our society. This "grass roots observance" has captured the interest of literally millions of Americans and Canadians.

Both agriculture and business representatives are helping plan events for the week-long observance. Activities will vary with communities and local planners.

Typical local events will be: exchange visits of rural and urban areas, joint business meetings of farm and city people, banquets and luncheons, demonstrations, school assemblies, exhibits, special news stories, and broadcasts.

City Meets Country

City kids crowded close, eyes widening in wonder as they saw a cow being milked. Housewives watched with awakened interest as a livestock specialist chalked out cuts of meat on a live steer. All this was set against the backdrop of a smart new shopping center as part of 1958 Farm-City Week in Baltimore County, Md.

The shopping center management roped off an area in their parking lot and erected the tent. It was equipped with tie racks, pens, and bedding for animals.

Over 13,000 spectators visited the 40 by 80 foot tent to see the 1-day exhibit of champion 4-H animals. Club members exhibited 3 breeds of dairy and beef cattle and 4 breeds of sheep. A tape played at intervals throughout the day gave information about each breed.

Baltimore residents crowd around Farm-City Week exhibit by 4-H boys and girls.

Two 4-H'ers demonstrated fitting and showing of beef and dairy cattle, with Assistant Agent Max Buckel narrating. Later a 4-H girl showed how a sheep was blocked and fitted. In the afternoon, the members paraded their animals while agents commented on techniques of handling animals in the ring and judging points.

BOOK REVIEW

POISONOUS AMPHIBIANS AND REPTILES by Floyd Boys and Hobart M. Smith. Published by Charles C. Thomas, Publishers, Springfield, Ill. 145 pp. illus.

Handy for campers of all ages, this well-illustrated book could be useful to county agents and camp leaders. It would be a good addition to any camp library.

The book contains photos and drawings to support the text. Material includes descriptions of poisonous snakes, outline of the danger of bites, and first aid treatments for snake bites.—*M. P. Jones, Federal Extension Service.*

Purdue Announces Masters Program

Master of science or master of agriculture degrees are now offered in agricultural extension graduate programs at Purdue University.

The programs are designed primarily for county agents, 4-H club personnel, and other extension workers. Courses included are from the school of agriculture and the school of science, education, and humanities. Emphasis will be on communications, sociology, and psychology.

For more information, contact Dr. E. R. Ryden, Room 206, AES Building, Purdue University, Lafayette, Ind.

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.

G 61	Lawn Diseases—*New*
G 68	How to Prevent & Remove Mildew —Home Methods—*New (Replaces L 322)*
F 1939	Home Storage of Vegetables and Fruits—*Revised June 1960*
F 2148	Aphids on Leafy Vegetables—*New (Replaces F 1863)*
L 469	Growing Crested Wheatgrass in the Western States—*New (Replaces L 104)*
L 473	Hog Castration—*New (Replaces F 1357)*
L 474	Chicken Lice—How to Control Them *New (Replaces L 366)*
L 477	Grass Waterways in Soil Conservation—*New (Replaces L 257)*
MB 7	Processing and Marketing Farm Poultry—*New (Replaces F 2030)*

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WASHINGTON 25, D. C.

OFFICIAL BUSINESS

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PAYMENT OF POSTAGE, $300
(GPO)

LITTLE THINGS COUNT

by GEORGE JAMES, *Weld County Agent, Colorado*

KEEPING the Weld County extension staff working smoothly takes a lot of things but it is the little things that count most.

We try to keep the same relations inside the staff as outside. I want each of my staff to feel it is his show when it is his responsibility. And each person has definite responsibilities.

For instance, an assistant agent is in charge of the noxious weed plot program. He locates the plots, decides on treatments, and sees to it the demonstration is working. He can get help from another of us if he needs it, but that is his decision.

Team Work

We have a county staff meeting each week to review what we've done and to plan ahead. Two of the three secretaries sit in this meeting so they will know what's going on and where we'll be that week. The third secretary takes care of callers.

Now and then we have a staff dinner meeting with spouses invited. We get better acquainted, find we have more in common than we realized. The regular meeting follows the meal.

As county agent I sometimes find myself in the position of father confessor, legal adviser, and marriage counselor for staff members. I'm no expert in these fields and I don't try to solve another's problems. I've found that just listening helps when another person has personal problems. Of course, I don't discuss these problems with anyone else.

Committee Backing

Outside the immediate staff we have a county agricultural council representing geographical areas of the county, commodity groups, farm organizations, and the urban areas. There are 150 on this council and from this group a 12-member executive committee is elected.

We work two ways with the executive committee. We advise them and they advise us. To show how effective this council can be, we have over 3,000 members, including farmers, in a group hospital-medical plan. The council proposed a county health program and this is one of the things that came out of it. Other programs have been as successful.

The council sets priorities on programs. Sometimes theirs may be different from what the county staff would have set but when the council sets the priorities, we know they'll back the decision. And when you have 12 persons carrying the ball it takes a lot of pressure off the county office.

In all parts of the community I have persons who can help me and whom I can trust.

For example, some years back I was asked to check a man's potato field for blight. I stopped at a neighboring farm to visit a man that I knew was expert in blight. He gave me some tips which I was able to use in answering the other farmer's questions.

It is a compliment to a good farmer to seek his advice. We can't know all about everything. We depend on these people for information just as we do the State staff specialists.

We've found it's a good idea to work closely with our county commissioners too. They control our budget and we make sure they are in on each year's planning.

One year at county fair time we pointed out the crowded conditions in the 4-H building. When we requested a new building at the next budget hearing, they not only approved it, but enlarged the plans.

Budget Benefits

The staff decided to not ask for an increase in 4-H funds that year. But our extension committee backers convinced the commissioners that we needed that, too.

Once a budget is set, we stay within it. And we only ask for what we need in the first place. Since 1946, we haven't had a single budget request cut.

With just a little effort and consideration for other people, we've found that our office can work more efficiently. When the staff, clientele, advisers, and supervisors can see the whole situation and their own part in it, Extension can operate more smoothly. Great results can come from small efforts.

EXTENSION SERVICE Review

KNOW YOUR AUDIENCE

KNOW THEIR NEEDS

SEPTEMBER 1960

EXTENSION SERVICE Review

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

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

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

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Division Director: *Elmer B. Winner*
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In This Issue

EAR TO THE GROUND

"We often overlook the obvious," a man said to me recently. Then he went on to relate the story of Obvious Adams. Adams was a partner in a business firm and always wanted to do the obvious thing. His partner, on the other hand, was completely unorthodox.

The partners often disagreed and, inevitably, they split their partnership and opened individual firms. The partner soon went broke. But Adams continued to do the obvious thing and built a successful business.

If Obvious Adams had been an extension worker, I'm sure he would have planned programs with the people in a systematic way. And he would have started with an analysis of his audience and their needs. That's the theme of this issue, Know Your Audience—Know Their Needs.

One of the most perplexing problems facing an agent today, reports Director Vines of Arkansas in the opening article, is knowing what to do and what to leave undone. Then he discusses some factors which may help agents in setting priorities.

"If our program is of the people," Director Vines points out, "then we should not make the decisions alone. Let us give the facts to the publics and call on them. Often this process results in more resources to meet the demands upon Extension."

Other articles contain examples of formal and informal ways of getting to know your audience. The methods used may vary from State to State and even from county to county. But regardless of the method used, determining your audience and their real needs is obviously a vital first step in program planning.

Next month we will feature the next step—Developing an Extension Program to Meet Needs. It will discuss who should be involved, organizing for program development, and other stages in building a well-balanced program.

Last month an item on page 157 was in error. It suggested that boxes be attached to field demonstration approach signs and that agents might leave franked, addressed post cards for visitors to write for more information. This can't be done, say our coworkers who interpret penalty privilege mailing regulations. The penalty privilege can be used on return cards or envelopes when extension workers are seeking information for official use. But otherwise the public cannot use cards carrying the penalty indicia.—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.

Who is Extension's Audience?

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

WHO is Extension's audience at the county level? How can we go about determining our audience? How can we fulfill our responsibility to them? These are important questions in this day of rapid changes in technology and the behavior patterns of people.

To understand these questions, perhaps we should take a look at how this situation came into being. In the early days of Extension, people were skeptical. Many did not want agents to come on their farms.

Perhaps the trite but still true adages—"I don't farm half as good as I know how" and "You can't learn farming from a book"—had a lot to do with this feeling on the part of rural people.

Extension agents had to be persuasive to find a place for themselves. It was hard for people to realize their needs. It was hard to accept new ideas in farming—new methods and new varieties. It took such emergencies as the boll weevil and hog cholera to arouse the people and set the stage for them to accept extension teachings.

Influence Spreads

Through the years Extension has made a place for itself. It has been accepted by rural and urban people. It has proved its worth. Using extension teachings, rural people have increased production, developed better products, and fed a growing population on a decreasing number of acres.

Extension, as a part of the land-grant college system, has helped shape the destiny of agriculture and home economics. Great changes have been made and the rate of acceleration is increasing as farming becomes more technical.

The job that Extension has done in serving the public has resulted in demands far beyond our ability to meet. The situation raises the question, How thin can we spread ourselves?

One of the most perplexing problems facing an agent today is what to do and what to leave undone. He must decide between the important and the less important problems and at the same time realize that these often change from day to day. Where shall he spend his time, with the small farmer or the large farmer, rural or urban people, and how much time on community programs?

There is a need for agents to set goals—long-time goals to take care of the county program and short-time goals to meet immediate problems and place emphasis on the long-time program. The agent who does not set goals might find himself becoming a part of the problem rather than a part of the solution.

We must not forget that basic legislation gave Extension certain responsibilities. It set certain goals for us as an organization. Among other things it said that Extension would "aid in diffusing among the people of the United States useful and practical information on subjects relating to agriculture and home economics and to encourage the application of the same."

Urban people once knew little about agricultural extension and were content for us to spend all our time serving farm people. This is no longer true. The shift in population in most sections of the Nation has brought about a change in thinking about extension work.

Many farm people have moved to the urban areas and taken their knowledge of extension with them. At the same time many urban people have moved into rural nonfarm areas and have acquired information about the extension services. As a result, today's urban people and the rural nonfarm people are demanding our counsel.

Guidelines for Audiences

Extension has been facing these demands for some time. It was evident that if Extension was to maintain the high place it had in the adult education field, services would need to be expanded beyond production farmers.

The Scope Report points up the thinking of Extension in meeting

(See Extension's Audience, page 180)

Foundations for County Program Building

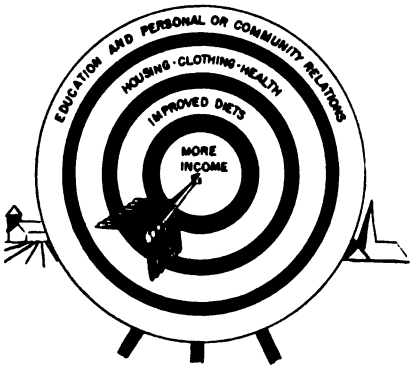
by LARRY L. BURLESON, *Organization Specialist, Texas*

Good county programs are built from good plans. Take a look at any well planned program and you will discover certain basic principles that were followed.

If your county program has been developed by representative local people, and if these people have worked to carry out the program, you have observed the key principles of program building. Check the program building effort in your county against these 10 principles.

Know and understand the county situation. The soil, climate, natural resources, and types of agriculture differ in each county. Some extension programs have succeeded; others have failed. Why? The customs and attitudes of the people have been determined by their background and origin.

We must know the people. We must understand what makes them react as they do when we attempt to involve them in the program.



Aim at the real needs and interests of the people.

Aim at the real needs and interests of the people. There is only one source of this information: the people themselves. A higher living standard is the goal of most people. We will miss the target if the program is aimed at higher crop yields or better housing. These are important only as they contribute to a better life for the family in the home and in the community.

The program should improve social conditions. It should help families increase their income and make use of new methods and technology. A better way of life comes from family security, better education, more and better community relations, and new social opportunities. If your county program helps people satisfy these needs, you will have their support and participation.

Involve people at all stages of program building. This is the key principle.

People must have a part in all stages of program development. They must study conditions in the county, determine problems, and help plan programs to solve these problems.

When people make plans they are committed to successfully complete these plans. Also, the people must be involved in evaluation.

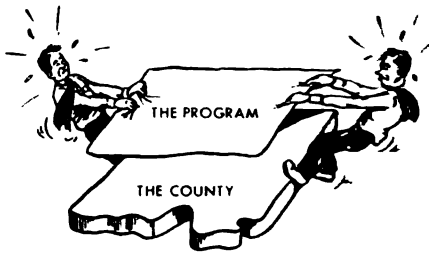
Develop programs gradually. Change must be gradual and the need for change must be recognized by the people.

It is usually good judgment to build and enlarge the program around that portion which already involves people and leadership. One good commodity committee may become the nucleus for an enlarged county program building organization.

In the beginning, a program building committee or subcommittee should agree on a few goals that can be reached. Achieving these goals is far more stimulating than never reaching big plans. After some of the less complex problems have been solved, the committee will have more confidence in dealing with the larger tasks.

Keep programs flexible. The program must fit the county and the situation.

If the county is rapidly going urban, the program must be flexible enough to adjust to this change



Keep programs flexible.

Change may be so rapid in some counties that the long-range objectives of today may not be related to the major problems 5 years from now.

If people are close to program planning, extension workers will not lose sight of the need for flexibility. The program must not be a shackle to progress, but a workable plan for moving forward.

Involve leaders and develop leadership. We can never enlarge our clientele if we fail here.

There is a limit to the number of people that an agent can reach through his service or his educational methods. But he can increase his effectiveness through local leaders. Through community, civic, and organizational leaders, we can reach other people and involve them in the program.

Coordinate county programs with other groups, agencies, and organiaztions. This is important for several reasons.

First, we must coordinate agriculture, home economics, and 4-H club work into one unified county

(See Foundations, page 183)

LET THE CENSUS WORK FOR YOU

by **RAY HURLEY**, *Chief, Agriculture Division, Bureau of the Census*

THE farm census is a count-taking of United States agricultural resources, agricultural production, and agricultural activities in 1959. Here is a readymade source of information for extension workers.

Census data can point out characteristics of extension's audience and facts about each county's agricultural situation. These facts are useful in working with local people to determine needs and plan programs.

Just exactly what is available from the census?

- Number of farms—all sizes
- An inventory of agricultural land and the ways in which it was used in 1959
- The amount of each farm product produced and sold
- An inventory of the kinds and numbers of livestock and poultry
- A count of farms with such facilities as telephones and home freezers, as well as a count of important farm machines such as tractors, trucks, and corn pickers
- A count of the number of people working on farms, the hours they work, and their wage rates
- A record of important cash expenditures made by farmers during 1959

The results of our farm census are available as fast as the data can be checked and tabulated. Releases are being published for each county and State and will be sent to all extension workers.

Issued for about 100 counties per week, reports will be available for all States and counties by the end of this year. They are available now for New England, New York, Minnesota, North Dakota, South Dakota, Wisconsin, Iowa, Wyoming, Idaho, Nevada, Washington, Oregon, Utah, Montana, Illinois, Indiana, Ohio, Nebraska, and Kansas.

Additional Information

Another release containing useful county data is now available. This gives the value of sales of each important group of farm products sold, for example, dairy products, poultry products, vegetables, fruits, and nuts.

Later this year, final reports for the 1959 Census of Agriculture will be available. These reports will contain more detailed and general purpose statistics. They will include detailed data for each type of farm, classified by economic class of farm. They will also give statistics by size of farm, tenure of operator, and economic class of farm.

Census information also has been organized to provide measures of the variation in size of farm enterprises. The number of farms having 1 cow, 2 to 9 cows, 10 to 19 cows, etc., will be published for each county. The same facts are available for other farm resources and products.

There are many ways in which census data can be used for extension purposes.

The census can provide a basis for inventory and analysis of agriculture in each county and State. What kinds of farms are there? How many? How much of each kind of farm product is produced? How many farms produce these products? How many farms have gross sales of $20,000 or more? How much equipment is used on the farm? How much fertilizer, lime, feed, labor, etc., are used? Census data answers these questions.

Census facts can indicate changes in our agricultural industry. This includes changes in the number and size of operating units, number of ownership units, use of farm land, diversity among agricultural enterprises, area specialization in agricultural production, specialization on individual farms, farm income distribution, and patterns of land use.

This survey can provide a basis for understanding and dealing with commercial agriculture problems. Farmers are affected by developments and changes, not only locally, but in competing areas. To provide a basis of understanding of the widespread and rapid developments and changes in agriculture, extension workers need to know what is happening to flock size, size of herds, etc., not only locally, but in other competing areas.

The census shows many measures of agricultural changes in a county or State. What has happened to small farms? How many farmers have shifted to off-farm employment? How many farmers are now over 65 years old? What has happened to hog production, the number of commercial farms, the number of tenant-operated farms, employment of full-time hired laborers? What changes have taken place in the use of commercial fertilizer? What has happened to the number of farms raising certain crops or livestock? What has happened to the value of farms? The census provides answers to these questions.

Value to Programs

Census data can be used as a basis for planning and program development. Reports show available resources, how they are being used, and how they are divided among farms.

Planning for any extension pro-

(See Farm Census, page 176)

Look Listen Ask Questions

by MRS. JEWELL FESSENDEN, *Federal Extension Service*

Who will read this article, listen to the radio program, or attend the meeting? Do you think about these questions when writing news articles or preparing programs?

Since we can't be sure of the exact answers, the next best thing is to know the probable audience, and to be selective in the intended audience.

How do we learn about people? Experience and study have provided extension workers with some guides for learning about people—their characteristics, interests, problems.

An overall guide is to think of people in two broad categories—those who belong to an organized group and those who do not. Research shows differences between these.

Personal Observation

Observation is the most direct method of studying people. This method can be used daily in the office, at meetings, in farm or home visits, or on the street. This method has limitations and advantages.

The people observed are not usually representative of large groups, and only a limited number of people can be observed. However, individual reactions and the quality of use of a practice can best be seen through personal observations.

If observations are to be useful, at least three points must be observed. They must be purposeful, what is seen must be recorded, and the results must be summarized and analyzed.

What can one observe? An example would be certain items about every farmstead visited during a year. Specific items might be the condition of buildings, size of garden, or home improvements. Remember to write down what you looked for, what you saw, where you saw it, and how many times it was seen. Be as objective as possible—don't write opinions.

Direct Questioning

Another way of finding out about our audiences is by personal interview. This may be face-to-face, telephone, or group contact.

Personal interviews may be made with a representative sample of people. In day to day visits, for certain purposes, either a formal type of questionnaire or a less formal approach may be used.

Knowing the right questions to ask and how to ask them is of major importance.

Consider the informal home visit. A home demonstration agent set aside the month of August to visit families she did not know. During 90 visits she asked two questions of everyone.

The first was, "Do you sometimes have homemaking questions about which you would like to ask help or advice?" The second question was, "Do you mind saying what some of these questions are?"

The questions were used for a series of circular letters. Those women were a specific audience. The home agent had observed, listened, and written down the results.

Telephone interviews can be useful if you remember that only the telephone audience is being described when reporting the results.

If an agent wants to know who is listening to his radio program, he can ask a random sample of telephone subscribers if they are listeners and what kinds of programs they like. Some people prefer to answer a few questions over the telephone rather than to a visitor.

Recently the author was asked three questions by a telephone interviewer. Do you have a radio? Do you have a television? Do you have children 5-10 years old? These are specific, brief, easy-to-answer questions about one household!

A group interview may be formal with a representative sample of people gathered for the specific purpose of answering a prepared list of questions. The interviewer should explain the question and discourage discussion of replies.

This method may also be used informally at all meetings attended during a specific period. An extension worker could write a few pertinent questions on a card, and have everyone in the audience fill in the replies.

An agent may want to find potential audiences for news articles. Questions might be: Does your family subscribe to any newspaper? Give names of papers. Check if there are people in your family in the following age groups. (The agent would have to list age groups and sex.) Name two subjects on which you would like to read an article in your newspaper during the next 6 months.

These questions would provide three types of information. Possible readers, interests of person filling in question, and age groups for special interests.

Other Methods

The mail questionnaire is frequently used by extension workers. It is less expensive than personal interviews, but returns are harder to get. Less information can be obtained than through personal contacts. Questions that require much writing are not answered completely by mail.

Higher returns are secured if self-addressed, stamped envelopes are enclosed for returning replies. Definite dates and clear instructions for returning mail questionnaires are important.

(See Ask Questions, page 178)

MANY ROADS TO ROME

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

WHO are the people that you work with in the county? What are they like? Who are the people that you do not work with, and what are they like?

Who is your audience, or more accurately, who are your audiences? The obvious ones are farmers, homemakers, and young people. We recognize these and have different programs for them.

But there are other audiences—nonfarmers (rural and suburban), persons who have gone far in school and persons who have left school early, persons who are older and persons younger, farmers on large farms and part-time farmers, persons who manage wholesale markets and retail stores, and many other audiences. This includes all of us as consumers, for each one of the above audiences belongs to the consumer audience.

Usually a person belongs to more than one audience. We are used to recognizing these different audiences. They have different needs and interests and we have different programs for them.

Take a Look

How do you know there are these different audiences in your county? The obvious way and the usual way is by observation. It is easy to tell a dairy county when you see silos and dairy farms. It is usually easy to detect general attitudes of a group at meetings. Opinions about the effectiveness of extension programs are often relayed to agents through local leaders. As we work with some groups, we observe their characteristics and learn their attitudes.

We observe a city with its suburbs and wonder about the people in those suburbs. Do they know about extension work? Are they interested in things extension has to offer?

If you are new, you are briefed by the other agents on the people and the conditions of the county. Leaders in the county inform you about conditions. You get information from the newspapers. By these and other observations you learn to know the people and conditions. Observation is an informal day to day procedure.

On the other hand, county agents sometimes use a formal procedure to get a more accurate picture of their audiences. For example, Noble County, Ohio, agents selected a stratified geographic sample of 164 rural families who were interviewed. They got information on many questions about the characteristics of the audience in the county.

Informal Checks

Between informal observation and a formal survey there are many useful ways of getting information about your audiences. Massachusetts sent a questionnaire to persons writing for bulletins offered on a TV program. They wanted information about the characteristics of that specific audience which would be useful in planning the TV program. This practical procedure was used in lieu of learning to know the individuals personally, and it provided useful information.

A consumer marketing specialist in a large city kept a record of the questions people asked over the telephone. She used this record as a basis for subject matter of news articles, radio, and TV programs.

Agents in metropolitan areas will tell you that problems with lawns, gardens, and insects are special interests of suburbanites. They learn this from records of office calls, telephone calls, and correspondence.

A tabulation of addresses of persons writing for publications will indicate open country, small town, or city audiences.

A brief questionnaire given to women at home demonstration club meetings can quickly give you information about age, education, size of family, and so on. But suppose you wanted information about all families in the county; the census has it for you. In some cases other records or reports have the information you want.

You can send a postcard questionnaire to people to find out if they

(See Survey Methods, page 176)

Realism—Clue to the Future

by EVERETT BROWNING, *Extension Editor, Colorado*

TRADITION says old sailors dream of buying farms so they can live out their years in economic bliss; farm communities dream of building factories to bolster sagging agricultural economies.

These dreams are likely to evaporate when studied with cold facts. A farm community may be no more fitted to start a glove factory than the sailor is fitted to farm.

"Why don't we start a factory right here in our county?"

You won't hear much of that kind of talk in Phillips County, Colo., these days. If you do, it is more likely to be centered around an assessment of county resources.

Phillips County has a 10-man development committee assigned to do something to bolster the economy and to improve living.

First Move

A year ago, Lowell Watts, extension director, and Avery Bice, associate director, were approached by several eastern Colorado rural leaders who wanted to do something about the plight of the area.

Watts and Bice suggested a discussion program to get at the real problems of the area. Businessmen and farmers in five pilot counties took it from there with the aid of county agents.

Details varied in the five counties but generally they followed the pattern of Phillips County.

The directors met with Ted Haddan, Phillips County agent, and agents from the other four counties. The agents were asked to approach businessmen and farmers to determine whether there was enough interest to start a discussion program.

"A lot of people were concerned about the future of the county although they hadn't expressed themselves," Haddan said.

"I visited elevator operators, co-op managers, bankers, and key farmers with this question: 'Would you be interested in a study program aimed at understanding each other's (farmers and businessmen) problems?'

"I stressed that we in the county don't understand each other's problems, even though we are interdependent. I also asked the businessmen if they had experienced a business decline in recent years.

"Well, they were 'right' for this kind of program," Haddan concluded.

Phillips County is entirely dependent on agriculture. Sunshine is abundant; moisture is not. Only 22 of 525 farms are irrigated. More than 11 percent of the population has left in the past 10 years and most of these were young people. About 80 percent of the farmers are over 40 years of age; 7 percent are under 30. The two towns have a combined population of about 1600.

The Phillips County discussion group mustered 50 men representing a cross section of the county.

Haddan selected a few of the men for the discussions and asked the formal organization to select others.

It was a heterogeneous group including cash wheat farmers, diversified farmers, commercial cattle feeders, ministerial alliance, Lions Club, chamber of commerce, and members of ASC and SCS boards.

Series of Discussions

The group met nine times at weekly intervals. The first meeting was an orientation. Ground rules were decided on and the first of five lessons on the history of agriculture were handed out. These background sheets, compiled by CSU Extension Service, were presented at the close of each meeting for study and discussion at the next meeting.

The idea was to see the entire picture. The history was designed to show how Phillips County fit into the State and national scheme.

The seventh meeting was on the resources of Phillips County—human, mineral, water, soil. The group also made an economic survey of members present at this meeting. This was an eye-opener.

"Businessmen and farmers found they had one thing in common," Haddan said. "If they had charged operators' wages against their businesses and farms, they would have come out in the red almost to the last man."

The eighth meeting was a presentation of the social action process taken from the National Project in Agricultural Communications and the ninth was a get-together banquet for the entire county.

Usually four persons were assigned to discussion groups and the people rotated to different groups so that for each meeting the groups of individuals were different.

The discussion group designated the 10-man development committee. This includes a wheat and cattle grower who is also chairman of the county ASC committee, a diversified farmer who is on the school building committee, an auto dealer, three wheat farmers, a pump irrigator who is on the local co-op board and advisory committee for agricultural teachers, a co-op elevator manager, and a Methodist minister.

Three of this group are "outsiders." That is, they were not raised in the county. Three of the men are in their 30's or younger, and only one man is in his 60's.

Realistic Attitude

Perhaps the key to the Phillips County story is youth and realism.

As one panel member said at the final discussion meeting, "A 60-year-old farmer who has farmed dryland all of his life is not about to switch to irrigation. He wouldn't be wise to make the change because he could not return his investment.

"But a man 30 years of age may have to switch to irrigation if he is to survive as a farmer."

It's with such a realistic attitude the members of the new Phillips County Development Committee are facing problems. Similar forces are at work in the other counties which have tried the discussion approach.

Why Youth Need a Flexible Program

by GLENN C. DILDINE, *Consultant, Human Development and Human Relations, National 4-H Club Foundation*

Miss Randall from the State 4-H club staff started the training meeting, Understanding and Working with Young People, by introducing a panel of 4-H club members.

She commented to the panel, "The volunteer leaders and extension agents here would be interested in how you really think and feel about club work. Would you help us get started by briefly telling about yourself and your 4-H work? Bobby, how about you first?"

Youth Speak Up

Bobby spoke easily. "I'm 11. I just started last year. I had a heifer calf. I sure hated to sell her. But now I can get a bull calf. I want to be a cattleman some day like Dad." He turned to Janet.

Janet seemed almost full-grown, but she hesitated, glanced at Miss Randall, then began softly. "I'm just 15. I've taken sewing for 3 years, but a lot of girls got tired of it. We started with just towels, aprons, and hot pads, but I made a party dress this year."

"The one you're wearing?"

Janet answered, eyes down, "Yes."

Ted came next. "I'm almost 16. I sure like your dress, Janet." Several laughed. Ted blushed, but went on loud and clear.

"I live almost in town. Last fall one of the guys heard about this auto club, so several of us joined. I'll get my driver's license next month. I'm all set to pass the tests. What I've learned this year means I can keep up a car of my own and handle it properly."

Ruth, the oldest panel member, asked, "Going to take your girl out first?"

Ted came back, "What girl? Oh, I'll probably start with some of the fellows. Dad says I can buy a car if I pay for it, keep it in shape myself, and drive decently."

Ruth took her turn. "I'm 17, the junior leader in our club. I've taken a series of projects in cooking and home decorating, with enough sewing to appreciate your dress, Janet. Somehow 15 seems years back, but I've always grown up a bit ahead of my classmates. I thought the boys would never catch up, but they're beginning to now, thank goodness. I wish we had more club work with boys and girls together. But I enjoy working with younger girls now."

Miss Randall opened another topic. "Now we would like to hear something about the kind of club leader you enjoy most. Who'll start?"

Bobby replied, "Our leader is swell. He shows us all about getting our calves ready to show and helps us feed them properly. He shows us what to do when they get sick and all. Dad says I've sure learned a lot about cattle."

Ted spoke out. "When I was 14, we had a leader who wanted to do everything for us all the time. Several of us talked about quitting. But this year Joe Downs from the corner garage seems to understand and like us. He lets us talk about all kinds of stuff, but when we get on some real important part of the job he expects attention to business.

"Somehow he's around when we have a question, but after he's explained or demonstrated he leaves us on own. If we make a mistake, he'll ask a question or two and we see the trouble and how to fix it. I'd sure like to work for a guy like him."

Everyone sat quietly for a while. Finally, apparently forgetting the audience, Janet said, "I never thought of it that way before, Ted. I guess I feel kinda mixed up lately, between wanting grownups to tell me and then getting mad when they do."

Ruth commented, "I think you just told me why things go well in our club some day, and other days not so well. Maybe being grown up or junior leader isn't just telling younger folks what to do."

Adult Opinions

Now Miss Randall invited questions from the audience. They talked until it was time for the young people to go back to their classes.

When the grownups got back together, Miss Randall asked, "What important growing up jobs did you hear these four young folks describing?" During the discussion, she recorded the points of agreement, combining her knowledge of the research about young people with adult

(See Flexible Program, page 178)

Start From Scratch

by GLENN JONES, *Program Consultant, Lewis and Clark County, Montana*

WHAT are we going to to? How do we start? These are the two big questions facing public affairs pilot counties.

Under a 2½-year grant from the Fund for Adult Education, six States are exploring ways and means of launching an effective program in public affairs and responsibility. It is hoped that the pilot counties in these States will be able to determine ways of expanding public affairs in county programs.

The Lewis and Clark County, Mont., staff decided we would have to work out with the local people involved what we would do. We had to start with the people in a program planning process. So the first task was to determine their needs and interests.

Community in Transition

As a starting place in the public affairs experiment, we selected Lincoln, a geographically isolated ranching and lumbering community. When a State highway was built through the area, the road and the demand for lumber had a terrific impact on the community. Relatively untouched national forest land now offered potential for the lumbering and recreation industries.

Lincoln's population jumped from its previous 300. School census figures showed that of 238 children under 21 years old, 110 were in grade school and 94 were of pre-school age.

The community was having difficulty passing bond levies, improving city sanitation, and obtaining housing for loggers, among other problems. The home demonstration club and PTA had been the moving forces behind community and social improvement, but the problems they were now facing called for a more representative organization.

A planning or developmental council would have to include members of all local groups and organizations. This meant including members of home demonstration clubs, PTA, resort and motel operators, loggers and lumber companies, dude ranchers, fish and game interests, Forest Service, and ranchers.

Hurdles for Extension

We had several hurdles to clear at this point. One was to spark the necessary enthusiasm for creation of a planning council.

Secondly we had to create a new concept of Extension and establish our role in an activity of this nature. Except in working with the home demonstration group, Extension had not been active in this community.

Finally we had to establish mutual understanding with the Forest Service on our roles. The Forest Service was concerned about the welfare of the community and was an essential partner in any long-range planning. Extension could act as catalyst and liaison between the Forest Service and the people if we had the respect and confidence of both.

Prior to the first community meeting, we talked with the local forest ranger and his supervisor. They gave us additional background information on the community and the social system.

Our first citizens meeting was exploratory. We invited about 12 people representing a cross section of the community. Of the six who attended, women outnumbered men. We felt the previous home demonstration contact accounted for this.

After first explaining our pilot project and its purpose, we led the group into a discussion of their concerns. Problems included timber management, disease control, development and protection of the recreational features of the area, school financing, sanitation, and general growing pains of the community.

We explained that we were willing to help develop a planning council, but any future moves were up to the citizens. If this representative group felt the idea worth pursuing, they must make the next move.

These people immediately set the date of the next meeting and assumed responsibility for getting a larger, more representative group together. They also suggested that the Forest Service and Fish and Game representatives attend.

Fifteen people attended the second meeting. This time more men took on community leadership. This meeting was a repetition of the first, but the Forest Service was able to clear up some misunderstandings. The ranger, an active member of the community, was invited to become a member of the planning group.

We still made no effort to formalize the group, though we explored makeup of a planning committee, its possible purposes, and activities. A nominating committee was appointed to suggest a slate of officers and recommend representation, membership, and bylaws for the community development council.

Due to summer activities, further developments of the committee were postponed until this fall. Meanwhile, extension and other agencies carried out some followup activities with specific groups according to the committee recommendations.

Takeoff Point

If this committee is to be successful, it must depend on many of the existing organizations to carry out action. Its major function will be that of planning, coordinating, and encouraging action. In essence, the existing organizations become subcommittees for action.

Our experiences in creating this council so far have pointed out the importance of studying the social systems in the community. We also see that we must follow the principles involved in the social action process in order to make this a people's committee.

We now have a pretty good idea of these people's needs and interests. Community improvement and the public affairs project can go on from there.

Springboard to Good Planning

by **ERROL D. HUNTER**, *Assistant Director of Extension, Oklahoma*

LEARN to know the neighborhoods, the people, and the problems of the people. This is a key step in program development in Oklahoma.

By determining social groups, agents get closer to neighborhoods and their leaders, communities, and the total county.

One result of program development is a single plan of work for all extension workers within a county. This helps agents serve where people indicate they need the most help. Blending and strengthening of all groups and agencies—agriculture, education, business, industry—usually results.

The first step in this process is to map out neighborhoods. Through this process, agents can see ties that bind people together.

The "tie" in communities is less intense than in neighborhoods. It may be a school, church, shopping area, or something else. Generally the bond seems weaker in areas of larger, more commercialized farms.

Program Building Steps

Ideally, steps in county program development are:

Map the neighborhoods as to area and individuals living in them. Develop a list of leaders in each.

Map the communities (one or more neighborhoods). Neighborhood leaders make up the community leaders.

Hold a community meeting of neighborhood leaders who elect three or more representatives to serve on the county program development council. Encourage the people to list important community problems and select one to work on during the year. Make a special effort to involve both rural and urban leaders in the program at the community level.

Hold a meeting of the program development council plus representatives of all agencies and interests in the county. Include county commissioners, soil conservation districts, ASC committee, Farmers Home committee, business and professional women's clubs, garden clubs, home demonstration councils, and 4-H councils. *Members of the county extension staff and representatives of other such agencies guide but do not take the lead.* The program development council will elect officers and select major problems. These problems may come from those listed by communities or they may be additional ones.

The officers of the council name an executive committee of at least six men and six women from among the membership.

This executive committee appoints committees to work on each problem as they see fit. *County agencies serve as guides and resource people. They advise and assist in studying, analyzing, and developing action programs to help solve problems.*

Counties try to complete these first six steps prior to the county home demonstration council's annual program planning. In this way the home demonstration council may include the problems of the program development council in its program of work.

At a second meeting of the entire program development council, committees report progress and future plans.

As a result of the development of this program and with the knowledge of the people, their needs, and problems, a single plan can be designed for extension work.

A county program development council has operated in Cleveland County for 6 years. County agent Vernon Frye reports:

"As a result of a suggestion by the county program development council, a beef cattle improvement committee was formed. This committee has grown into a countywide association for the improvement of market cattle.

"The association holds an annual meeting (which draws around 350 people), a spring pasture tour, and an annual sale. Interest in better cattle and in the improvement association is growing.

"Our rural-urban committee paved the way for a city-county planning commission made up equally of city and farm people. This commission serves as an advisory group in new developments, business zoning, and improvements which affect both the county and its cities.

"Our program development council recently conducted a tour of industries and farms for both rural and urban people. The objective was better understanding of each other's problems. Urban businessmen have asked for another such tour. One said, 'This is good—it lets us know what's going on.'

Catalytic Results

"Committees must have special activities that develop interest and responsibility in reaching their goals. To name a committee and hold meetings is not enough. The committee must go ahead and grow to be functional. Our county program development council has been a springboard to form active, growing, and effective special interest committees.

"The development of the county council and resulting committees has enabled our county extension staff to be in closer contact with more people and serve a wider area of society through efficient and effective leaders. The council has made possible a better extension program."

Home demonstration club members take notes on how to make the Price County labor survey. Jon Doerflinger from the University of Wisconsin gives instructions.

Adding Up Labor Resources

by MRS. HAZEL G. CROOK, *Price County Home Agent, Wisconsin*

YOUR county's population dropped 29 percent between 1950 and 1958.

When the Census Bureau gave that estimate, the Price County board and other residents decided to make an actual count. Price is a pilot county for Rural Resource Development and precise figures are important for program planning.

Survey Coverage

The county board asked the county extension office and Rural Sociology Department of the University of Wisconsin to set up machinery for a "nose count" of full-time residents in the county.

The number of people in the county was only one of the answers needed. What is the age distribution? Totals for men and women? Where do people live? How many full-time or part-time farmers does the county have? What occupations and special training skills—particularly for those not in the labor force at the present time—are represented?

Volunteers were needed to make the survey. The county home demonstration organization supplied 137 women to do the job.

The townships, villages, and cities in the county were divided according to density of population, with each enumerator checking an average of 30 to 35 families.

County Resource Development Agent Vern Hendrickson, Jon Doerflinger from the University's Rural Sociology Department, and Home Agent Hazel Crook held three area training meetings to brief the enumerators.

Each town chairman, village president, city clerk, and city assessor checked the survey sheets of his area before they were returned to the extension office.

In three weeks the survey was completed. Only the cooperation of volunteer interviewers made this possible.

Immediate Results

The final tabulation showed that the population had dropped only 11 percent instead of the 29 percent estimated.

More important than totals, however, was the complete picture of Price County's labor resources which the survey gave.

The survey not only showed what people were doing, but the labor potential—occupations people are trained for but not working in at the present time. Among the people with special skills not then being used were homemakers who would work outside the home if they could.

These facts proved valuable last year when Wisconsin was selected as one of four States in the Nation to conduct the Experimental Rural Area Program. The Wisconsin State Employment Service worked with extension to make a pilot study of manpower as part of this Labor-Agriculture Pilot Demonstration—a total resource accounting.

W.S.E.S. was able to do the testing and counseling faster due to the labor survey. It eliminated one phase of the study which saved time and reduced office force.

Home demonstration club members followed through the entire program. Knowledge about people and their occupations which the women had gained from the survey helped them lead group and individual participation in the study.

Future Use

Committees under the Resource Development Program are presenting the information from the survey to new industries and resort operators interested in locating in Price County.

One of our cities now has a directory based on information about its residents obtained during the survey.

The county nurse used the survey results for a list of people trained in the field of nursing who will help with health clinics or assist in an emergency.

The Resource Development Program can't be accomplished overnight, but the future looks more promising now. Small industries have moved into the county; the resort and recreation industry is growing, and agricultural operations are changing.

Local residents were alarmed at the estimated population loss and began thinking about the county in broader terms. We know more about our extension audience from the detailed labor survey which resulted.

Grasping the Fringe Situation

by GEORGIA LEE WREN, *Fresno County Home Advisor, California*

WHAT about our audience in fringe area communities? What are their needs? How can Extension and other agencies work together to help meet these needs?

To find answers to these questions, we made a study in a typical fringe area community. The objectives were to become familiar with the community's characteristics, to help professional workers coordinate efforts in the area, to help agencies better serve the community in relation to specific needs, and to interpret community needs and help local people take action on their own problems.

Farm workers are moving to the fringes of Fresno County towns and new communities are developing in rural areas. This situation brings Extension and other organizations face-to-face with new and different problems.

We need to become more familiar with these fringe areas. What is the mobility of the population? What are the specific characteristics? What are the major unmet needs? What is our job here?

Extension representatives met with other agencies and prepared a survey. Then we selected one community as a sample fringe area.

A group of local citizens helped decide the survey type and method. Representatives from other agencies also assisted.

Agencies directly involved included University of California agricultural extension, Fresno County Migrant Ministry, and the Fresno County Community Council.

As many agencies as possible assisted with the survey. Approximately 100 personal interviews were made both by professional workers and citizens of the community.

Of the total population, 50 percent are Spanish-speaking. Of the adult population, Negroes total about 50 percent. Less than 15 percent are white Americans.

One significant finding is the great number of married couples. This is a relatively stable community that seeks improvement but needs guidance and leadership. Seventy-two percent have lived in California for 10 years or over; 37 percent own their homes.

According to the findings, at least half the population are youth. Forty percent attend school. So the school is a key position for contacts and communications.

The average income per household is about $2,000. Eighty-two percent have cars at least 5 years old; 25 percent of the cars are over 10 years old.

Preferred recreation and community activities, listed in order, were church, movies, TV, school, picnics, 4-H, and teen club.

Health needs were recorded. A number of people reported not using the baby and health clinic facilities because of transportation problems.

When materials for new church didn't meet specifications of new county building code, 35 members raised enough money to begin again. At left is the old place of worship.

Using the Information

Results of the survey have been interpreted to groups of local citizens.

The report went to the county board of supervisors, participating agencies, State representatives, Governor's office, the mayor of the adjoining city, area citizens group, and county rural health and education committee. And the local newspaper published a series of feature stories based on the report.

The county rural health and education committee is exploring the possibility of a grant to implement a community development program. This group also appointed a subcommittee to look into a self-help project encouraging residents to better themselves in terms of education, housing, health, and other needs.

Extension's Share

The people are concerned about safety, community improvement, and education for their children. They want a standard of living which will provide adequate shelter, food, and clothing.

Three immediate possibilities are open for agricultural extension.

(See Fringe Area, page 176)

Looking at Local Trends

by **WALTER U. RUSK**, *Huntington County Agent, Indiana*

Pick up any newspaper and you'll find news about trends—stock market, car buying, women's fashions, political, agricultural.

These are national trends, general trends. They have a bearing on the local scene but we need to know what the local situation is. The best and probably the only way to do this is to make our own surveys.

In Huntington County, the extension committee took the first step by requesting an occupational survey. As a result, people know more about their county situation.

Preliminary Work

At a series of 12 township extension meetings, leaders were prepared for the survey. Each of the more than 300 leaders was given a map which showed the location of every house in his township. Leaders were assigned to one or two sections and given tabulating sheets to indicate the information collected.

Only rural adults and youth out of high school were to be included in the survey. Incorporated areas were not surveyed.

Results were reported at a scheduled meeting. After all reports were in and tabulated, township totals were figured. These figures were combined and compared to get the county picture.

Examples of Results

The facts that this survey turned up were shocking to many people. More than half of the county's rural population are nonfarmers. The number of full-time farmers ranges from 7.5 percent to 43 percent in the different townships. Part-time farmers vary from 2.8 to 19 percent of township population.

Industries and other places of employment were listed for nonfarmers, part-time farmers, and women. We discovered that many are working outside of the county.

This survey indicates that fewer farmers are operating the land but units are larger. The average farmer operates at least 200 acres; many have 300 to 400 acres. Many rural nonfarmers own up to 100 acres and rent to the operating farmers.

Figures indicate a slight decline in the number of part-time farmers, and a greater decline in hired men.

Opportunities for boys to start farming are few. The survey indicates that only about 10 boys in the 12 townships start farming each year. About the same number of older farmers place their entire farm in the acreage reserve program.

Survey Uses

The information from this survey is being used by the extension committee on long-time program planning. It is also being used by farm organizations, churches, and schools to help analyze their membership and prospective membership.

Extension has found that rural nonfarmers are interested in having their boys and girls in 4-H club work. Many wives are interested in home demonstration club work and prefer to hold meetings in the evenings.

On the agricultural side, few calls come from this dominant group as they have rented their land. Few rural nonfarmers keep a milk cow, brood sow, or garden.

Most new homes are directed (in the way of size of lot, location of well, and sewage disposal system) through the county plan commission of which the county agent is a member. An education program is conducted on proper sewage disposal.

Many nonfarmers attend farm organization meetings, PTA meetings, and community extension meetings where they receive information relating to cooperative living in the country. Most of these people follow the news stories and radio information from the extension office.

Full-time farmers still depend on the county extension service for the latest information. They seek facts on new technologies of farming. Farmers are interested in farm reorganization and adopting labor saving efficiencies in all farm operations.

It is full-time farmers who participate in most extension activities. Their representatives are members of the crops and livestock project committees. They have strong representation on the county extension committee. They are concerned with the future of farming and request extension to keep them informed on trends.

Continuous Process

Extension provides a wealth of material from the census figures on number of livestock, milk production, number of animals marketed, crop acreages, crop yields, number of farms, and size of farms. In chart form this material is presented to township leader meetings, service clubs, and farm organizations. The same material is also mimeographed for general distribution. The extension service then secures opinions from all of these people on what they predict for Huntington County agriculture.

All of this information, plus the results of this occupational survey, helps Huntington County people better understand rural problems.

The county extension committee have asked that we repeat the survey next year. They feel there have been other major changes in rural occupations. These leaders are enthusiastic about the past surveys (1950, 1953, and 1959) which helped them to become aware of local trends.

As Others See Us

by JEAN F. JUDGE, *Associate Specialist in Food Marketing, New Jersey*

Would the good Lord the gift had given us
To see ourselves as others see us.

Author Jean Judge points out types of audiences while reporting on New Jersey's survey of public understanding of Extension.

JUST how do others see us? What does the public think and know about the Cooperative Extension Service?

One reason for the success of extension teaching in the past has been the willingness to listen as well as lead. Answers to these leading questions mean a great deal to Extension and its work in the future. New Jersey's recent check on the public image of Extension provides some interesting answers.

As part of a self-evaluation of the entire College of Agriculture, Extension was given a mandate to "evaluate and reformulate for the foreseeable future the organization, administration, programs, and outcomes of existing or desirable extension activities."

A mail questionnaire study was conducted by the Department of Agricultural Economics as part of this self-examination. Primarily the study was to 1) determine the public's image of Cooperative Extension Service, and 2) determine how well the public understands the relationship of Extension to the State University.

Audience Breakdown

Questionnaires were sent to 1500 advisors, participants, and professionals and to 2,000 people selected from the general public. We felt that these breakdowns covered our total public.

In New Jersey, county extension advisors are lay people organized to plan, promote, and evaluate the county extension program. There are separate advisory groups for agriculture, home economics, and 4-H in most counties.

Participants were defined as those who had contact with Extension through meetings or newsletters, but were not involved in planning, promoting, or evaluating extension programs.

The professional public included people in fields similar to or allied with Extension, such as vocational agriculture teachers; home economists in business and teaching; field personnel of feed, seed, and chemical companies; Boy Scout, YMCA, and YWCA leaders.

The sample used for the general public was drawn from the telephone directories of all counties in the State, based on population.

Answers to the survey cards were returned unsigned to a post office box. Returns totaled over 50 percent for the advisors, participants, and professionals. The general public returned almost 15 percent of their questionnaires.

Because of the nature of the study, questions differed among groups. All were asked 5 or 6 questions, including—Name your county extension workers.

What did we find out? The following are highlights from the study:

- Approximately 90 percent of the advisors, 71 percent of the participants, 41 percent of the professional public, and 5½ percent of the general public could name a county extension worker.
- There was high identification of Cooperative Extension with the State University among the advisors and participants; low identification among the general public.
- More extension advisors indicated they had become members of the advisory group because of personal invitation from the extension agent than for any other reason (39 percent). Twenty-two percent were elected to represent other groups.
- Thirty-nine percent of the advisors indicated that the most important personal benefits from serving as advisors were meeting new people and learning how to do things. Thirty-six percent said that having a source of unbiased information was most important.
- Forty-four percent of the extension advisors saw their primary responsibility as planning, promoting, and evaluating the county extension program. Thirty-one percent indicated that attending the meetings of the advisory council was their primary responsibility.
- More than one-third of the participants saw Cooperative Extension as a county service organization; slightly more than one-fourth saw it

(See Public Knowledge, page 183)

FRINGE AREA

(From page 173)

Revive 4-H activities. The need for a lively youth program is indicated by the survey. Work with the residents, in cooperation with other agencies, on a self-help project. Involve the whole community in a cleanup campaign. Finally, demonstrate to families, on a budget basis, improvements which can be made with available materials and money.

In a longer range plan, an extension rural sociologist might be assigned to Fresno County. Under his direction, a community improvement program could be set up with available resources.

Using this area survey for background material, Fresno County extension workers can grasp the fringe area situation. From there we can work with the local people to solve their problems.

SURVEY METHODS

(From page 167)

read your news stories, listen to your radio broadcasts, or read your newsletters. Of course, you can point out inaccuracies in this method, but it is more accurate than a few misleading observations.

You may also use an informal but systematic method of talking with different persons, as occasion permits, to get the above information. This you do with a plan consisting of a few questions to be asked, the various groups to be sampled, and an easy means of recording the answers so you don't need to depend on memory. It's done through conversation as you meet people.

Agents and specialists have talked with homemakers in a grocery store as they picked up extension leaflets on food. Agents asked them if they had taken leaflets previously, if they read them and tried any of the suggestions in the leaflets.

If you want to know how many people look at your exhibit, you can station someone at the exhibit during sample hours to count the number of persons. You could also determine whether they were children, adults, men or women, and how long they looked. The drawing power of two contrasting exhibits could also be checked in a similar manner.

There are many other ways of getting information about your audience to supplement your observations without making a formal study. Informal methods are helpful and practical even though they are not accurate to the nth degree. Often you do not need a high degree of accuracy.

Let's say, for example, your goal is for 50 percent of the recipients to read your newsletter. You find through informal checking that 60 percent read it. If your error is 10 percent, you know that somewhere between 50 and 70 percent of the recipients read the newsletter. In that case, you know that 50 percent or more read it.

If a low priced model will give you the transportation you need, why get a high priced car? An informal method of getting information about your audiences may serve your purpose. It will supplement your observations.

When the time comes that you want a better model you can make a formal study. There are many roads to Rome. The main point is to get there. In other words, make sure you know your audiences.

FARM CENSUS

(From page 165)

gram requires some collecting, sorting, and evaluating county data on resources and agricultural activities. The Census of Agriculture can provide detailed and comprehensive data at both county and State levels.

Census data can again be useful in analyzing and understanding agricultural policy. How many farmers will proposed farm programs affect? How will these programs affect the income of each kind and size of farm? Census data, classified by type of farm, size of farm, and economic class of farm, will help in analyzing and understanding the effect of proposed programs.

Perhaps no decade has opened with such a combination of problems and opportunities as the 1960's. The Census can help to provide a basis for wise decisions affecting not only 4 million farmers, but the 164 million other Americans who depend on them.

FILM REVIEW

NEW MAN ON THE LAND. Produced by Massey-Ferguson, Inc., in collaboration with American Farm Bureau Federation. 13½ minutes, color, sound.

First of a series of films on farm management, New Man on the Land features the high moisture corn operation of 35-year-old Wally Morris of Normal, Ill. This documentary has high interest and educational value for farm audiences. And it is a good vehicle to interpret modern American agriculture at its best to urban audiences.

Morris, a former 4-H and FFA member now managing a highly successful 530-acre farm of his own, is typical of today's progressive farmer.

New Man on the Land is available without charge through Stanley Neal Productions, Inc., 475 Fifth Ave., New York 17, N. Y.

BOOK REVIEW

PEOPLE, LAND, AND CHURCHES by Rockwell C. Smith. Friendship Press, New York.

As educator, teacher, pastor, rural sociologist, the author understands the steps in the learning process. He uses the principles to motivate the reader.

People, Land, and Churches makes us more aware of the changes taking place in the rural community. It creates a desire to learn the facts, to understand, and to do something about it.

The book probably reaches its high point in chapter 7 in the examples of people working together in the uniting of individual churches, of cooperation between churches, and between churches and other community organizations.

People, Land, and Churches is not a fact book. It leaves to other resource pieces the responsibility of providing specific facts regarding the major changes taking place, the impacts of these changes on people in the community, guidelines to resources, and the framework for cooperation with other community organizations and agencies—*P. F. Aylesworth, Federal Extension Service.*

WHO

Is Your Television Audience?

by EARLE S. CARPENTER, *Communications Specialist, Massachusetts*

MASSACHUSETTS began telecasting December 1951 over one commercial station. Today we are working with six VHF and UHF stations—two educational and four commercial. Our programs, live or taped depending on station equipment, are planned for the home gardener and homemaker.

Who is to be the audience? From time to time it is necessary to check on whether we are meeting the needs of our audience.

For example, Gardener's Almanac, a 25-week series, is being presented for its fourth year over an educational VHF station in Boston. The program's objectives are to make the teaching of home horticultural principles available to more Massachusetts residents and to provide an outlet for research and practical information from the College of Agriculture.

For the first 2 years, the program was presented once a week. In 1959, the programs were taken directly from the air and telecast over a New Hampshire station on Thursday evenings and retelecast via tape on the Boston station. This year it is also being telecast via tape a week later over two UHF stations in the western part of the State. In this way the programs cover all but one county in the State.

Using Publications

To supplement each telecast, it has been our policy to offer an appropriate publication, sometimes several times during the series.

In order to organize this expanded coverage, it was necessary to evaluate past programs and adjust their content to audience needs. This was done at the end of each season by random sampling of 100 names chosen from the requests for publications.

The number of different individuals requesting publications during the 1957 series was 3,537 and in 1959, 5,020. In 1960, this number is expected to reach 6,000.

From the sample questionnaire, which was returned by 84 percent in 1959, we learned that 42.8 percent of our audience was from cities and towns of over 25,000 population. The majority of them were not familiar with the local county extension program.

Among the questions asked were:

Which month did you first see the Gardener's Almanac program? Result: 56 percent—the first two months (April and May).

How did you first learn of Gardener's Almanac? Result: Newspapers, 34.55 percent.

How many of the 25 programs did you or others in your household watch? Result: 38 percent saw 11 or more programs.

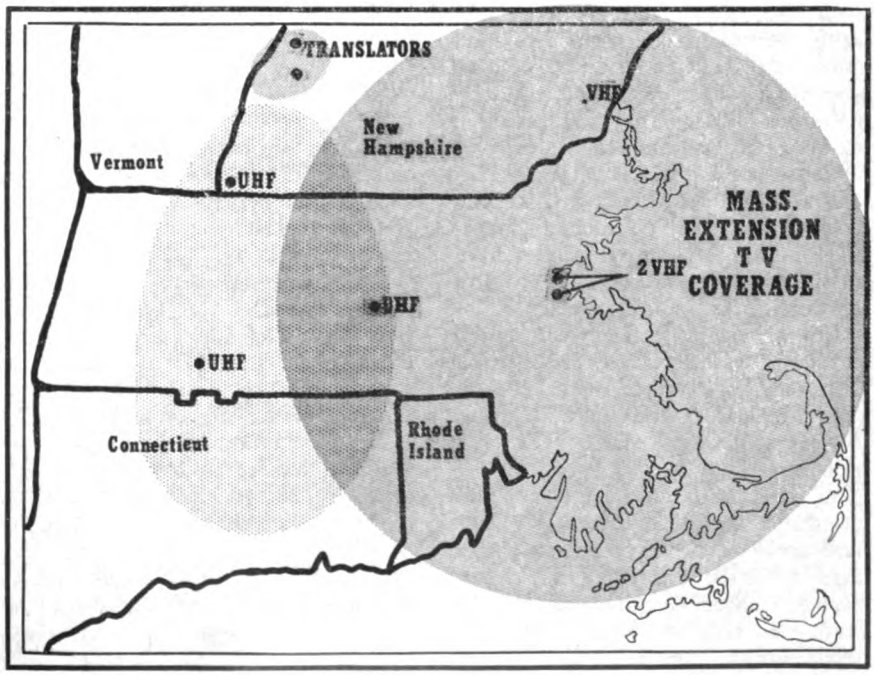
Did you or other members of your household watch Gardener's Almanac in 1957 or 1958? Result: 1957—11.9 percent and 1958—50 percent.

Were the instructions and subject matter as presented in 1959 too elementary, too advanced, or just right? Result: Just right—88.1 percent.

Have you contacted your local extension service for assistance with horticultural problems since April 2, 1959? (Note: A letter was sent with each request listing the location of the extension office and suggesting that its personnel be contacted for further assistance.) Result: Yes, 26.2 percent.

List five home horticultural subjects you would like to have presented in 1960. Results: Suggestions were grouped and used as the basis for the 1960 series.

By knowing the above facts or similar ones regarding Gardener's Almanac audience, we have been able to develop each year's series to meet the needs of the viewing audience. In many cases the same subject was



(See TV Audience, page 180)

ASK QUESTIONS

(From page 166)

Some States have used a "mail out-pick up" plan. Questionnaires are mailed to people; later someone calls to pick up the completed form or to encourage completion and help with problem questions.

In addition to the above methods there are informal audience survey methods such as show of hands, testimonials from leaders, and group discussions. Census reports, crop reports, and surveys made by other organizations yield valuable data for the extension worker.

Women Surveyed

Mail and personal interviews have been used for making extensive studies of home demonstration members during recent years. Results of these studies show that some of the audiences were women in different age groups; with varying education levels; with children in different age groups or with no children; and with low, medium, or high incomes.

Problems and interests were also different by certain characteristics. The studies revealed that age and family situations influenced women's interest in diets, clothing, housing, child guidance, and management.

Women with high school education or beyond named concerns about their children more than women with less education. The same was true of the use of family financial plans and records of family living expenditures.

Women who belong to organized groups generally have more education and are younger than nongroup members. Nine out of 10 home demonstration members under 30 years old had completed high school as compared with three out of 10, 60 years of age and over. Eight out of 10 of the younger group and two out of 10 of the older group had some home economics training in school. Women under 30 belong to fewer organizations than those 30 and over.

Most people will cooperate in providing information if they:

- understand the purpose for the information being collected.
- are approached properly.
- receive some of the results of the findings.

Surveys made for program planning or evaluation are more effective if local committees participate in planning, collecting, and reporting the information. We do not need to be afraid of involving people in collecting information about themselves. People like to read about their own situations if the information is properly reported.

These facts can mean a great deal when planning extension teaching methods and program content.

Looking, listening, and asking questions with a purpose are basic to learning about people. We must know what to look for and what kinds of questions to ask if we are to really know the people with whom we work. And we have to know these people in order to do our best job.

FLEXIBLE PROGRAM

(From page 169)

interpretation of what the panel members had been saying.

Young people work hard at learning to handle maturing relations with grownups. Younger members want and need more direction and help. Early and middle teens work hard at becoming more independent, but still want adult support and guidance. A car means real independence. Later teens normally meet grownups as partners. More mature members become interested and able to help younger members.

Youth are learning to handle more complex and varied work. Maturing young people seek to master progressively more difficult jobs, especially when they see these as part of important grownup work and living.

Young people learn to handle changing relations to each other. Preteen boys tend to reject girls, to seek a place in the sun with other boys in athletics or man's work. Girls vice versa.

In early and middle teens, bodies mature and interests change. Boys and girls turn toward each other, first in larger groups, often with earlier maturing girls taking the lead. As they seek more freedom from adult control, belonging to their own group provides needed self-assurance. So for a time they often show almost slavish obedience to group "customs" in dress, language, actions. These jobs of mastering independence, group belonging, and more mature boy-girl relations often crowd out former interests and hobbies.

In later teens, they move toward more discriminating, closer friendships with fewer boys and girls, often of similar backgrounds and interests. They often pick up former interests and hobbies where they dropped them earlier.

But each boy or girl tackles these growing up jobs in his own way and time, with wide difference in success. Reasons for individual uniqueness include: differences in training of boys and girls; whether one is an early, average, or late maturer (up to 7 years normal variation); differences in home and community backgrounds.

Miss Randall now helped leaders and agents explore and reach some conclusions on what this means to a 4-H club program.

Implications for 4-H

Growing up jobs provide important general guidelines for our club program, because successful mastering of them leads to becoming the kind of person and citizen described in our 4-H club emblem and pledge.

Therefore, we need to provide a wide variety of projects, directly related to adult work and activities. For many projects, progressive series or levels of complexity are needed so a young person can see his own growth toward more adult effectiveness.

Early and midteens need opportunities to work on changing relations with each other and grownups. Help should come from adults who are understanding and guiding rather than directing and controlling.

But the uniqueness of each boy and girl means that a general program aimed at mastering common jobs must not be used to fit all young people into a series of uniform molds. Each club member needs help in mastering these predictable growing up jobs in his or her own way and time.

Motivation Through Self-Discovery

by **REX E. CARTER**, *Fayette County Agent, Pennsylvania*

FAYETTE County farm leaders want the facts and are willing to help get them.

During February 1955, 11 rural leaders, representing local agricultural organizations, called on extension administrators and specialists for the battle with Fayette County's economic problems.

During the depression, unemployed coal miners raised fruits and vegetables to solve their income needs. Their produce flooded local markets. With coal reserves dwindling and unemployment rising, local leaders feared a return to depression era conditions. They decided to do something about it.

Economists and sociologists from Pennsylvania State University resident teaching and extension staff were directed to counsel with the county's rural leadership and aid in studying local problems. As a first step, the leaders' committee was urged to analyze the county's resources.

Fayette was designated a pilot county for the Rural Development Program in 1955. The new Rural Development committee set as their first project a detailed resource survey of the rural areas.

Survey Planned

Specialists from Penn State and the Federal Extension Service helped local leaders develop survey schedules, determine areas of study, and train local volunteer enumerators.

Detailed instructions were prepared for each worker on how to conduct interviews and complete the work schedules. Followup meetings were held in the sample areas to assist leaders.

Survey information came from personal interviews with a sample of people living in the rural areas.

The samples of families to be interviewed did not follow established community lines. Nor was the sample area always in an organized community. A personal interview was made with at least one member of the family. In most cases more than one family member was involved.

Three main objectives were set for the study. First, it was expected to show interests and selected social and economic characteristics of the rural people. The survey was expected to help isolate problems which would require additional research. Finally, it would involve local people in discovering problems and thus generate interest in attempting to solve these problems.

Conditions Revealed

This study showed that the rural people were interested primarily in nonfarm work. Three out of 4 men had nonfarm jobs; and there was evidence that many farmers would take full-time off-farm jobs if available. Only a small proportion of nonfarm workers were interested in farming.

About 50 percent of the farms grossed less than $1200 annually. Six out of 10 farmers had more income from off-farm work than the cash value of farm products sold.

Economic assistance to the rural population, it seemed, must come primarily from industry rather than from agriculture. A large proportion of the people now depend on nonfarm work and a large proportion of farmers look to industry for supplementary income.

In addition to the check on occupations, the survey covered interest in farming and size of present farm enterprises. To measure the level of living of the rural people, respondents were asked if they had various items in their house—television, telephone, washing machine, newspaper.

Realizing that surveys are valuable only when the facts are put to use, the Fayette County Rural Development Committee has established many goals and objectives. Several programs have been advanced for the county's improvement.

Using the Facts

The RD committee cooperated with the Fayette County Industrial Development Council in raising funds and securing suitable locations for new industry. Over 3,000 new jobs have been provided to date.

A countywide planning and zoning commission and development of a countywide zoning ordinance have been encouraged.

Fayette County established a farm unit demonstration program to explore the opportunities for agricultural expansion and to determine the productive capacity of local soils.

Additional surveys were made to determine labor skills of nonfarm workers, study farm procedure markets, and assist local dairy farmers to determine costs of production and prepare factual information for the Pennsylvania Milk Control Board.

Local communities are encouraged to survey their needs and develop improvement projects. Seventeen communities are now enrolled in the Pennsylvania Chamber of Commerce community improvement contest. Programs for better health and better living are promoted.

Community leaders consider the need for developing confidence in the future as their most difficult assignment. By discovering problems and possible solutions themselves, the people move ahead with confidence.

TV AUDIENCE

(From page 177)

repeated, but presented in a "new dress."

Comments from viewers indicate the programs are acquainting suburban and urban audiences with one phase of the extension program.

Homemakers Programs

Since 1957, a 15-minute segment of a 1-hour daily homemaker's program has been presented each Monday in the western part of the State over two UHF stations. During the past 1½ years, it has also been carried on another station in the central part of the State and over 2 translators in Vermont and New Hampshire.

A Boston VHF station, which telecasts locally in color, went on the air in November 1957. Since then, 12 to 15-minute segments have been presented weekly on this half hour daily sustaining program. On Tuesdays our program presents various homemaking subjects; on Wednesdays it is devoted to food marketing and consumer education.

Questionnaires similar to the one used on Gardener's Almanac were sent to names chosen at random from requests for publications offered on telecasts. Of the replies received, 66 percent were from viewers of UHF stations and 73 percent from VHF stations.

Viewing Statistics

From these questionnaires we learned that less than one-third of these viewers had contacted their local extension office for assistance with homemaking problems during the report year. Only 7 percent had participated in their county homemaking programs. This clearly indicates that we could present subject matter material similar to organized county programs.

The replies listed many subjects which the viewers would like to have presented. Areas of importance were foods, home furnishings, home management, clothing, horticulture, family relations, and recreation. These replies have been of great value in our planning.

In June 1960, 350 persons who had requested publications two or more times since November 1959 were sent questionnaires. By the end of the first month, 45 percent had been returned.

From these replies we learned that: 48 percent are between 35 and 49 years old. This group averages 2.4 children under 21 years of age. Fifty-four percent have only a high school education. In 1959 forty-two percent had income after taxes of $3,500-$4,999. Husbands of 24 percent are skilled workers. Only 8 percent belong to extension groups.

This group was also asked to suggest subjects for future telecasts. At present the choice of subject matter follows the general pattern reported previously.

To date, the only guide to knowing our audience has been random sampling via questionnaires mailed to persons who have requested publications. The information assembled, however, has helped us to learn something of the nature and desires of our audiences.

According to stations' estimates, we are reaching 125,000 persons weekly with our home gardening and home economics television programs. This is an impressive figure, considering our limited resources, but we continue to work for greater and better coverage.

EXTENSION'S AUDIENCE

(From page 163)

these demands. The Smith-Lever Act referred to "the people of the United States" and not to a specific group.

It is realized that audience determination will vary within every county, but the Scope Report sets out some common guidelines. Extension's first responsibility is still with farm families. The Report lists other groups in the following order: nonfarm rural residents; urban residents; farm, commodity, and related organizations; and individuals, firms, and organizations which purchase, process, and distribute farm produce and provide services.

Carrying an active program to all these groups will depend largely upon the size of the staff. How many rungs can we reach on this ladder of service?

Perhaps local people through program planning and projection should help us decide. If our program is of the people, then we should not make the decisions alone. Let us give facts to these publics and call on them. Often this process results in more resources to meet the demands made upon Extension by the general public.

Different Perspective

An agent must get away from his everyday activities, at times, and make some long-time decisions. An agent has to analyze the county situation to determine what the people of his county want and need to raise their level of living. He needs to study the various commodity groups and determine neighborhood boundary lines. These and many other factors are involved in determining Extension's audience at the county level.

A part of the getting away from everyday duties might be involved in a program of inservice training. If agents are to keep abreast of latest information, continual training and study are necessary.

Advanced studies offer good opportunity for agents to qualify for better service to their clientele. Agents must continue to keep up with subject matter, but inservice training and advanced study in the social sciences will also be helpful in determining audience and audience behavior.

The audience will vary from subject to subject. For example, marketing necessitates working with urban situations in large terminal markets as well as with the producer, while conservation may be confined more to rural situations.

When we try to answer the question, who is Extension's audience on the county level, we find it depends upon many factors. In one county it may be the total population and in another, certain segments.

How we determine the audience in the county is largely left up to individual agents. But we have the responsibility of putting forth every effort to determine the various publics and to work with them to improve their situations.

LAUNCH A MIND PROBE!

by ANNA J. ERICKSON, *Information Specialist, Washington*

If you ever feel out of touch with Joe Doaks or Sarah Oakley, go out and launch a mind probe.

Go down the road and knock on doors—any doors. Make a few old-fashioned get-acquainted visits.

There are lots of ways to keep in touch with what is going on inside the mind and heart of rural America. But the simplest, most direct way is to go visiting—sit face to face with Joe or Sarah or Bob or Dora, and listen.

First Contact

I've made quite a few such visits in the past few years with county extension workers. We just climb into a car and head down the road to find a family the agent hasn't met.

We go armed with something to leave for identification and possible followup. It's the printed list of Washington State's current extension bulletins.

The back page of the bulletin list has a message from our Extension Director, C. A. Svinth. It's a brief explanation of the information and aid available from county extension agents and WSU.

The bulletin also contains the location of each county extension office. The agent circles his office address and writes his name on the bulletin left with the family.

When we walk up to a door, the agent does the honors.

"I'm Joe Maxwell, your county extension agent. We'd like to stop in and get acquainted if you aren't busy."

That wide grin agents are famous for opens all doors. The answer is sometimes: "I was just planning to . . . but do come in a few minutes." The few minutes usually stretch into an hour or two—at their urging.

The idea that someone is interested enough to stop by just to get acquainted appears to have an irresistible charm. And a visit, solely to get acquainted, results in just that.

On these visits, I'm interested in listening and in looking—soaking up impressions. I'm fascinated by the way people use words and by the private meanings they give them.

An hour or so of visiting leaves a big impact. I'm not conscious of being a color, sound-motion camera. But when I get back to my typewriter, it's easy to trigger off a mental playback.

The vivid recall brings back a room, a face, a voice, eyes. This complex of impressions mirrors a mood—anxiety, anger, pleasure, perplexity—a reaction linked to words, phrases, problems, hopes, fears.

This playback occurs when I am poised to write an article and am searching for the greatest reader appeal.

One farm wife mentioned a fire extinguisher in the corner.

"I don't know about that. It's supposed to put out fires. A fire is such an awful thing. We look . . . every time we come back from town . . . we look to see if the house is still standing."

Useful Outcome

This hit me hard. It was the same when we lived on the farm, but I had forgotten. Paul Fanning, our agricultural engineer, and I have since done a series of articles on fire alarms and fire extinguishers.

Other fears have come out too. The fear of grain fires, of hail damage, of being taken in by a sales pitch—the fear of not knowing enough to get your money's worth. Men and women alike ask the agent about this advertiser's product and that one. We found this need everywhere—for knowhow to make an objective appraisal.

The expressed fears have provided ideas for our news program.

Just looking has done the same thing. One woman complained of dim light and glare. We have written stories on what causes glare—on the relation of color intensity to light reflection, and so on.

Personal Communication

Gilbert Seldes, critic of the communications arts, has been saying for years that there is no such thing as a "mass" audience or "mass" communication—that each person's response is triggered from within.

I am slowly finding the key words and the key understandings for real person-to-person communication. A message addressed with understanding to a real person will get through to others who have the same basic fears, problems, needs, and interests.

Each visit has in some way deepened my understanding of people and has given me new words and new meanings to express that understanding.

Single Out Group Needs

by EMERSON R. COLLINS, *In Charge, Agronomy Extension, North Carolina*

In recent years tobacco yields in North Carolina have increased 100 percent, peanuts—50 percent, corn—80 percent, wheat—100 percent, oats—88 percent, but cotton only 17 percent.

Farm management figures show that cotton is more profitable than most other crops. Furthermore, leading farmers, 5-acre contestants, and 4-H club boys are consistently producing profitable yields twice the State average. A cotton specialist is working closely with county agents, other departments, and industry. Why do cotton yields remain low?

We had to find out why extension efforts to boost cotton production were less fruitful than other crops. To work out the problem, we brought together extension specialists and experiment station staff working with cotton, district agents, and administrators.

First, the participants were encouraged to list the problems associated with cotton production. Then they were asked to evaluate the problems in terms of their importance. Finally, the most important problems were considered from the standpoint of what could be done to overcome them.

Situation Seen

Important problems were identified as low yields, small acreage per farm, mechanization, general attitude, poor practices, and low social status.

The group unanimously agreed that available technology could double present State average yields. Furthermore, most other problems would disappear if yields were increased to economical levels.

The major problems could be solved only through education. The group first outlined a production program similar to that used successfully on corn. But this was soon discarded. One of the district agents pointed out the attitude toward cotton. It was considered a low social status crop and cotton farmers are generally considered to be harder to reach.

Importance of Attitudes

The group agreed that the attitude of county agents and others must be changed, much as their own had been changed in the meeting. A meeting was proposed for the county agents in each of the three extension districts where cotton was grown. Subject matter was available in printed and mimeographed form following the meetings.

As in the original meeting, these groups listed problems, weighed them, and tried to see what could be done about them.

In one district, the group had difficulty moving from problems to solutions. The turning point came when an agent took an optimistic view and spelled out cotton's potential value. This led the rest to feel that cotton had a place in most counties.

Note that we did not contact farmers. We determined their needs through interpretation by the extension staff. Neutral observers have seen the change in attitude since we attacked major problems in a concerted effort.

All groups that discussed this cotton problem agreed on five general conclusions.

Cotton has a place in most counties now producing cotton. Something could be done to improve the situation. Putting present know-how into practice would double the present State average yield. Increased yields would be economical and go a long way in minimizing the problem now confronting the cotton producers. The allotted cotton acreage must be placed in the hands of those wanting to grow cotton.

Results Showing

A winner in a county cotton program told his experiences at an award dinner sponsored by industry. The assistant county agent had visited him to help with another problem.

"On the way to the house, the agent asked me what I was going to do with my cotton allotment this year. I told him that I was not going to plant it. The agent explained how I could make a good profit on cotton if I would follow approved practices like I was following on my tobacco. We worked together through the season and ended up with this good profitable cotton yield," the farmer said.

Good profitable yields were grown in the county. Industry is supporting the program. County agents know how to grow profitable yields and are helping farmers. On this sound basis, a strong cotton program will develop and higher yields will result.

Evidence of renewed interest in cotton is shown by the fact that the 1960 planted acreage is the largest since 1956. The number of cotton pickers will double in 1960 over 1959.

The executive vice president of the N. C. Cotton Promotion Association says, "There has been a marked increase in the optimism toward cotton in the past year."

Evidence accumulates that an atmosphere has been created to permit effective educational work toward higher and more profitable cotton yields. Cotton can now find its rightful place in the economy.

FOUNDATIONS

(From page 165)

program. Each member of the county staff should cooperate with and support every other member. This is fundamental if we expect public support! This effort pays. Each part of the program will be stronger and each agent will be more effective.

Coordinate county programs with other groups.

Coordination with other groups does not imply that we consolidate programs. It helps avoid duplicate effort. Agencies working for the solution of the same problem can strengthen the work of each other.

Most important, coordination of programs saves people's time. They are not confused by several groups trying to reach the same objectives by a different course of action.

Utilize well qualified resource people. County extension agents cannot be all things to all people.

There are many resourceful people in the county that can contribute to the program. Home economists, agricultural consultants, bankers, professional people, and others are eager to serve in their special fields of interest. If they are not members of the program building committee, they can serve as advisers.

Specialists should be included in the county program building process. Each county should have at least one subject matter specialist work with one subcommittee during the year. The methods and techniques experienced in this meeting would be helpful to the agents in working with other subcommittees.

Reach the whole family. Through the family we reach the basic unit in our society. Our most objective evaluation of the program can be made by measuring the progress of individual families. Our strongest support comes from communities where the whole family benefits from the program.

Evaluate continuously. Objective evaluation is difficult, but rewarding.

We must agree on criteria by which program effectiveness may be measured. We must establish benchmarks in all result demonstrations. Records, news articles, and reports record progress.

Extension workers need to be alert and responsive to public opinion. We must also make specific plans to improve our professional competency.

If we observe these 10 principles in all phases of program building, we will involve increasing numbers of "local people in developing programs to meet the needs of the dynamic age in which we live."

Editor's Note: Mr. Burleson's article is a condensation of his presentation on program building at district meetings in Texas. He credits Dr. Joseph DiFranco, Cornell University, with ideas and inspiration.

PUBLIC KNOWLEDGE

(From page 175)

as an off-campus educational program of the State University.

- The response of participants indicated that 21 percent had first learned of Extension from a friend or neighbor; 19 percent through acquaintance with an extension worker. Only 9 percent had learned of Extension through press or radio.
- Three times as many professional people learned of Cooperative Extension through school or professional organizations as had heard of it through the next most common source—acquaintance with an extension worker.
- On a question of work relationships, 96 percent of the professional public saw extension work supplementing their own.
- Only a little over one-third of the professional public responding had taken part in any phase of extension work.
- Only 23 percent of the general public had heard of Cooperative Extension.

The findings of even this limited study pose many challenges and many questions. Our public image seems much more firmly established with our internal publics (advisors and participants) than with our external publics (professionals and general public). Are the first, as someone has said, "those with whom we work comfortably?"

What is the public image we want to convey? Do we work as hard to establish that as we do to sell our product—education? Have we been as effective as we should and would like to be in communicating with more people?

How others see us depends on how we see ourselves, how we see our publics, and what we see as the relationship between us and them.

How do we see ourselves—as responsible university educators; as service people, doing things for our clientele; as social secretaries and meeting arrangers; as a losing team protecting our jobs?

How do we see our publics—as a select few, those whom we like and with whom we are comfortable; as many, all of whom have some claim on us; as human beings, or as economic segments; as devices for achieving our own purposes, or as the very reason for our existence?

How we answer these questions, now and in the future, is going to determine the public image of Extension. Our effectiveness in the future will be determined largely by the public atmosphere and image we create.

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.**

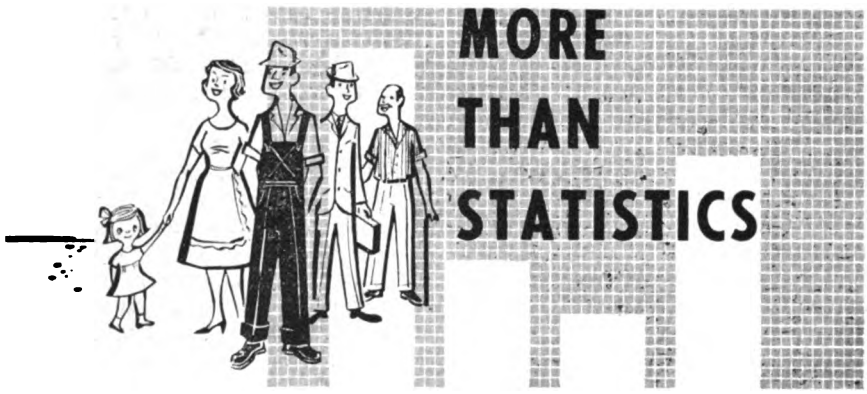
F 849 Capons and Caponizing—*Revised July 1960*

G 71 Growing Azaleas and Rhododendrons—*New*

L 476 Sprinkler Irrigation—*New*

L 478 Growing Grain Sorghum—*New (Replaces F 1764)*

L 479 The Sugarcane Borer—How to Control It—*New*



by **AUBREY M. WARREN**, *Logan County Agent, Kentucky*

LOGAN County is changing. And so is extension's audience here.

In the past the county was largely agricultural, but industry is moving in to give us a more balanced economy. Most of our farms are commercial, but the number of part-time farmers and rural residents is increasing.

Approaching Problems

Program planning and projection was started about 2 years ago, and the long-time plan was completed and published a year later. We found this effective in determining the characteristics and needs of people.

As a result, a total of 26 problem areas were defined in agriculture, home economics, and 4-H club work. In developing each problem area in program planning and projection, the study committee used the situation material available.

Extension agents presented statistics about the county situation to these planning groups. We tried to give a meaningful slant to the statistics so they would not be cold figures. This long-time planning was especially helpful in learning the situation and needs of the people.

After program planning and projection was completed, we presented slides on various agricultural activities in the long-time program at agricultural planning meetings. Leaders at these meetings selected the agricultural activities that would meet the needs of the people in their respective communities. Then ways and means were determined to carry the plans through.

One of our best approaches is to identify farm groups and get to them information of particular interest. We need a variety of appeals and approaches for the different segments of our clientele. We found circular letters sent to specific groups more effective than the shotgun method.

We have used several methods to get the mailing lists of the various groups. We compiled our beef mailing list by having the extension beef leaders prepare a list of those in the beef business in each community. The sheep list was obtained from the ASC office, dairy list from the milk companies, poultry flock owners from hatcheries, and strawberry growers from the marketing association.

Mailing lists for various age-groups also are important, especially for young farm families and retired families.

The more personal contact we have, the better we come to know the needs of our extension clientele.

We need to work with all segments of the industry to make the extension activities effective. For example, in our intensified fertility program we have on the county committee representatives of seed and fertilizer dealers, a representative from the County Bankers' Association, and farmers selected by the chairman of the county extension council.

This offers an opportunity to plan a program based on the needs of all segments of the industry. It is helpful also in encouraging farm suppliers to understand and recommend extension practices. Moreover, these folks are in contact with some farmers that extension agents seldom reach directly.

Part of our farm visiting has been directed toward finding natural leaders not recognized as such on our extension leader list. Each such natural leader has neighbors who follow him in the adoption of new farming practices. If we know who these people are, we can work with them informally to make our total effort more effective.

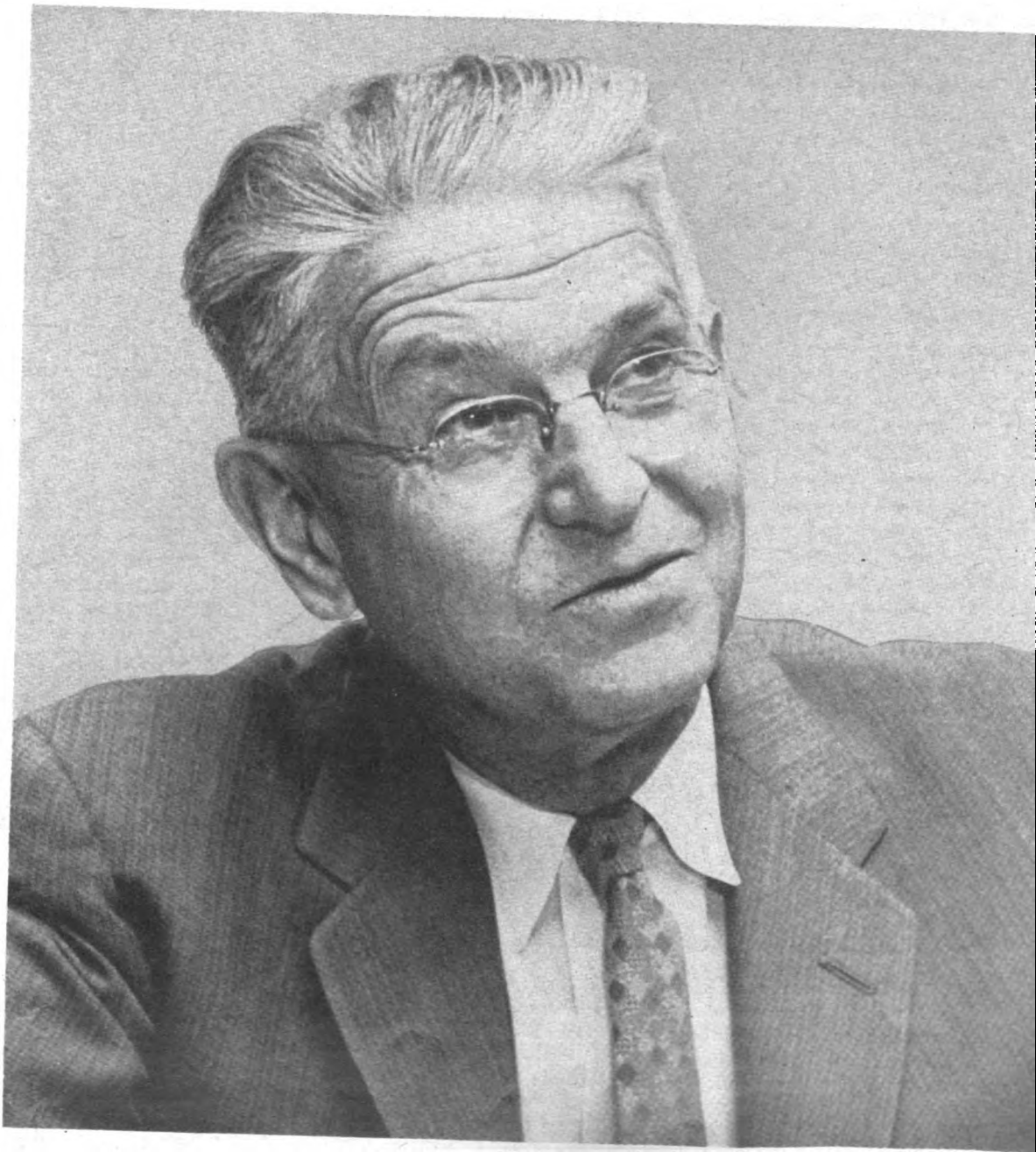
Person to Person

Thus, although we start with available statistics, in order to really know the needs of the people we must have more than that. We must have a wide variety of personal contacts.

We have found that this is a continuing process, since we are living in changing times. We must continue to use the various approaches to learn the needs and characteristics of the people, and then apply this information to the action phase of our extension program.

EXTENSION SERVICE Review

OCTOBER 1960



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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.

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In This Issue

GUEST EDITORIAL

A Warm and Understanding Friend

THE Cooperative Extension Service is fortunate that a man as eminently qualified as Paul Kepner is the new administrator of the Federal Extension Service.

Kep is a farmer at heart. His background of training gives him a great depth of interest in programs and their impact on all phases of agriculture. As a member of the administrative team during the past 7½ years, he has never lost sight of the fact that administrative decisions must always be directed toward facilitating program development and operation.

His many years of service within USDA have been marked by his broad participation in the work of major policy and program committees. He has a first-name working contact with the personnel of every agency. During these years, he also has been a regular participant in Regional Extension Directors meetings and has served with many subcommittees of the Extension Committee on Organization and Policy. These experiences have given him as intimate an acquaintance with the land-grant colleges as he has enjoyed within the Department.

His breadth of vision, depth of concern, and excellent ability to put thoughts and ideas into words have found expression in many documents such as "The Scope Report of 1948" and the more recent publication. "The Scope and Responsibility of the Extension Service."

Kep has a genuine interest in the cooperative nature of Extension and the importance of teamwork in building programs. And he has a deep and abiding interest in the people who have chosen extension education as a career.

All extension workers can feel that in their new Federal Administrator they have a warm and understanding friend. No problem is too small for him to pass over lightly and none too large to daunt his fair-minded, vigorous attention.

C. M. FERGUSON
Assistant Secretary

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.

Meet the New Administrator

HOOSIER farm boy, teacher, farmer, extension specialist, planner, administrator. That's a quick sketch of Paul V. Kepner, who became Federal Extension Service Administrator on September 29.

"Kep," as he is known to colleagues throughout the country, has served in extension administration since May 1942 when he was named Assistant to the Director, M. L. Wilson. He became Assistant Administrator in 1952 and Deputy Administrator in 1953.

Architect of Programs

The new administrator is widely recognized as one of the key "architects" of today's extension programs and policies. He served on the Federal-State group which developed the recent report on the Scope of Extension's Responsibilities.

In 1945 and 1946, Mr. Kepner headed a committee which analyzed Extension's post-war responsibilities and defined our educational responsibilities. This forerunner to the Scope Report was commonly called the Kepner Report. He also served as executive secretary of a joint USDA-land-grant college committee which in 1948 issued a report on extension programs, policies, and goals.

In discussing the Scope Report with a group of State 4-H club leaders in June 1959, Mr. Kepner said: "The time had arrived when it was essential for Extension to have a broad but definitive charter to which all States could subscribe in explaining Extension's functions, its areas of highest priority responsibilities, and the people it should rightfully be serving."

And in commenting on Extension in a changing era at a 1959 State extension conference, Mr. Kepner said: "Our challenges are to be aware of the changes taking place; to translate these changes into emerging needs which Extension is competent to help with; to devise the most effective ways to insure our making maximum effective contribution from available resources; and to adjust our plans and operations accordingly."

As Deputy Administrator, Mr. Kepner played an intimate part in advancing the Rural Development Program. His understanding of this program brought an invitation last spring from the Canadian Senate's Special Committee on Land Use to discuss U. S. experiences in Rural Development.

"Local people are the key to the success of any such effort," Mr. Kepner told the Canadian Senate Committee. "To insure significant and continuing progress, the people must be aided in analyzing and determining for themselves both the nature of their most significant problems and the most practical ways in which such problems can be alleviated or removed. The people to be affected must assume the first responsibility for improving their own welfare within the limits of practical opportunities."

Strengthened Relations

In his 25 years on the Federal staff, the new administrator has consistently worked to strengthen the Federal-State-county educational partnership. He served on a joint committee in 1954 that prepared the revised Memorandum of Understanding, the legal basis for cooperation

(Continued on next page)

Administrator Paul V. Kepner, head of table, conferring with other FES staff members. Left to right, around table, are: Miss Eunice Heywood, director, home economics division; R. C. Scott, director, agricultural economics division; G. H. Huffman, deputy administrator; Mr. Kepner; L. M. Schruben, assistant administrator; Shawnee Brown, program leader—Indian work; L. I. Jones, field representative; J. E. Crosby, Jr., director, agricultural programs division; and J. P. Flannery, director, management operations division.

between USDA and the land-grant colleges.

His many contributions to this partnership were recognized in 1958 when Mr. Kepner received the USDA Distinguished Service Award. His citation read: "For foresight, influential leadership, and adeptness in piloting the effective organizational pattern of Federal-State Extension programs permitting flexible adaptation of Department and Extension aims to changing educational needs of rural people."

Mr. Kepner:

- Was born and raised on a farm in Indiana.
- Taught in public schools for 5 years.
- Operated a farm for 7 years and worked closely with the local county extension agents.
- Majored in agricultural education at Purdue University where *he* graduated with distinction.

From 1930-34, he did graduate work in agricultural economics at Cornell University and served part-time on the State extension staff in agricultural economics. He received a Social Science Research Fellowship in agricultural economics in 1933.

Mr. Kepner joined the Federal Extension Service staff in 1935 as a senior economist assigned to work with the North Central States. He served in that capacity until May 1942 when he joined the Administrator's staff.

During World War II and the post-war years, Mr. Kepner helped guide emergency programs in which Extension had leadership responsibility. This involved close working relationships not only with the State Extension Services and USDA agencies but also with other Federal agencies.

The impact of Mr. Kepner's leadership is felt in all Extension endeavors. His basic philosophy toward Extension is probably best summed up in his statement at a recent conference:

"Local people, given a reasonable amount of Local leadership and support from those in position to make contributions to problems solutions, can and will assume the major responsibility for improving their own welfare."

Ferguson Named Assistant Secretary

C. M. Ferguson, FES Administrator for the past 7½ years, has been appointed Assistant Secretary of Agriculture. He succeeds Ervin L. Peterson, who resigned recently to enter the commercial field.

In his new assignment, Secretary Ferguson gives leadership to USDA agencies responsible for education, research, and conservation programs. These agencies are Federal Extension Service, Agricultural Conservation Program Service, Agricultural Research Service, Farmer Cooperative Service, Forest Service, and Soil Conservation Service.

Born on a farm at Parkhill, Ontario, Mr. Ferguson has spent nearly his entire professional career in extension work since graduating from Ontario Agricultural College in 1921. He served as county agent, poultry specialist, and director of extension in Ohio before becoming FES Administrator in January 1953.

In 1956 Mr. Ferguson received the USDA Distinguished Service Award "For strengthening cooperative extension relations with land-grant colleges and promoting effective agricultural programs and extension work with farm people."

Extension Wishes the Best for C. M. Ferguson in New Role

by GEORGE E. LORD, *Director of Extension, Maine, and Chairman, Extension Committee on Organization and Policy*

Whether in a group of 50 State Extension Directors, an 11-member Extension Committee on Organization and Policy (ECOP), an informal program committee, or an inter-agency committee of USDA, Administrator Ferguson has adroitly stimulated the best thinking of the group. His timely suggestions and continuous guiding toward productive action have been assets to Extension.

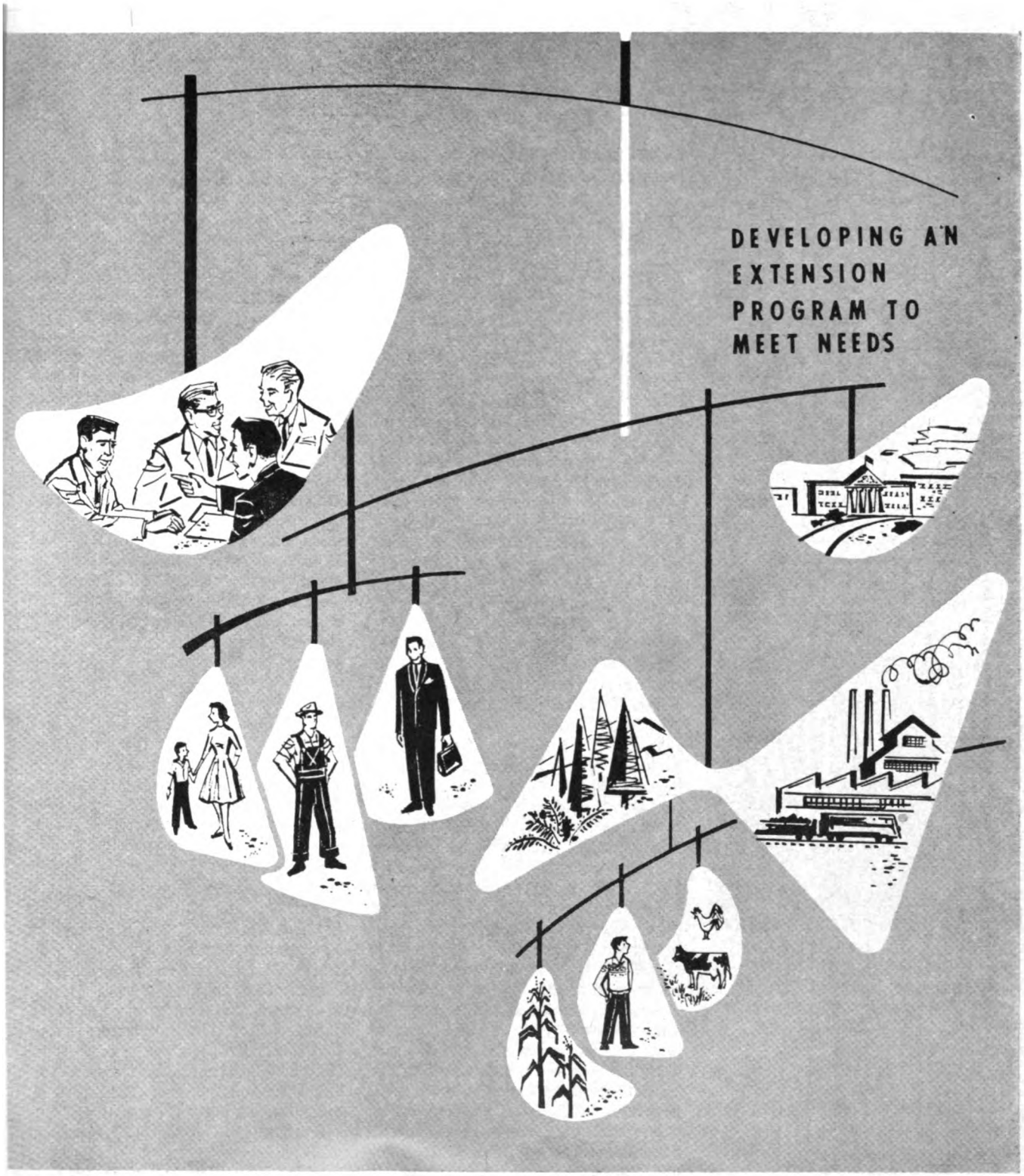
These attributes and many others make the invitation extended to him to assume one of the highest offices of the U. S. Department of Agriculture readily understandable among his colleagues.

Under Fergie's leadership, Extension has demonstrated that it can cooperate nationwide in many program areas and at the same time leave responsibility for final fulfillment in the hands of States. Such programing has strengthened Extension as a great educational force in this country and throughout the world.

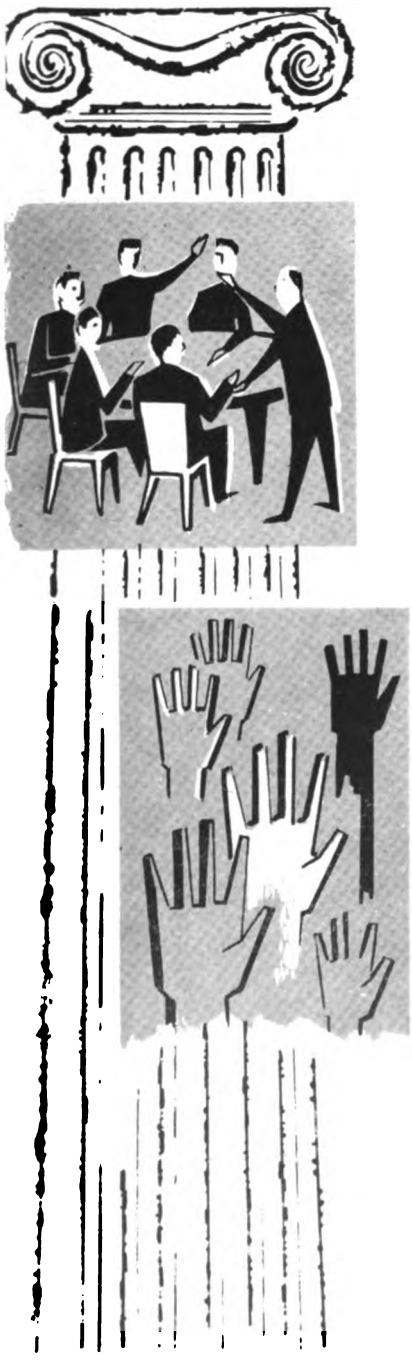
Because of his fine leadership, the Cooperative Extension Service is a significant example of teamwork among Federal, State, and county folks. In almost a half century of existence, cooperation within Extension ranks has never been greater.

Colleagues in Extension know he will capably meet the demands of the office of Assistant Secretary, and that he will continue to represent the Extension Service in many important decisions. While we regret the loss of close association with Fergie as our administrator, we all wish him the best as he continues to serve American agriculture in an enlarged capacity.

SPECIAL PROGRAM PLANNING SECTION



PROGRAM PLANNING



by GERALD H. HUFFMAN, *Deputy Administrator, Federal Extension Service*

THE introductory section of the Scope Report makes the point that: "Extension operates informally, in line with the most important local needs and opportunities of people, and with respect to both short-time and long-time matters of concern. It joins with people in helping them to: (1) identify their needs, problems, and opportunities; (2) study their resources; (3) become familiar with specific methods of overcoming problems; (4) analyze alternative solutions to their problems where alternatives exist; and (5) arrive at the most promising course of action in light of their own desires, resources, and abilities."

Reinforcing Aims

In this statement, the Cooperative Extension Service again expresses the essence of its philosophical approach to extension work. The statement also describes the steps which Extension encourages people to take in order to make intelligent decisions on future courses of action—individually and collectively.

When extension workers join with representative groups of local people to plan programs to meet collective goals and needs, the term generally applied to this action is "program planning." Other terms often used to describe this action are program projection, program development, and program building.

But why program planning? The answer seems obvious. The concept and modus operandi of program planning are basic principles of extension conduct—the joining with people in systematic assessment of needs and concerns and in intelligent, community-of-interest decisions on courses of action leading to greater achievements for the individual, the family, and the community.

So much for an answer along philosophical lines. What more practical reasons can be given for the investment of extension time and effort in program planning? Below, eight specific reasons are set forth as a partial answer to this question.

First, the program planning process falls properly within the framework of a democratic nation whose citizens are expected to decide their individual and collective destiny. The program planning approach as conceived by Extension would have ideological barriers in an imperialist State. The idea behind program planning coincides perfectly with the underlying principles of a democracy such as our own.

Second, the program planning process is one means of developing leadership qualities in people. Effective organizing, systematic fact collection, rigorous analysis, and skillful decision making are all a part of successful program planning. Skills in these operations help develop competent leadership for a myriad of social responsibilities.

Learning Experience

Third, program planning is an educational experience for all who actively engage in the process. The experience gained by local people who take part contributes to their knowledge of their environment and to their adroitness in making wise choices. It stimulates learning. It enhances judgment. It increases intellectual capacity.

Fourth, the program planning

(See Why Planning, page 207)

Programs for and by

by H. J. POORBAUGH, *Assistant Director for Program Development, Pennsylvania*

EXTENSION workers, in principle, proclaim that the interests, needs, and problems of people are the foundation on which extension programs should be built. In practice, however, we seem to lose sight of what we believe.

One stumbling block is the extension worker himself. Too often his own interests and competencies dominate programs. This limits participation to individuals or groups who have interests, needs, and problems which coincide with program offerings.

We are inclined to handicap ourselves even more by calling on only our present clientele to plan future work. People with other interests continue to be excluded. This self-imposed homogeneity tends to cause sameness of program and participation which fails to attract or stimulate growth.

Program Growth

Despite this, extension programs have broadened. Unplanned expansion has resulted partly from repeated demand for particular kinds of information. Persistent requests by the public have forced us to become competent the "hard" way. In the process, State and county extension staffs and programs adjust to provide supporting information and services.

Such growth can be called the "will of the people," but it reflects lack of creative leadership. When extension workers allow themselves to be forced into tackling a problem, they are not leading; they are being led.

Fortunately, only part of Extension's program growth is nurtured this way. Another part of this broadening process has been gained through planning led by extension.

Extension points up its own problem when it recognizes that it can determine the support which will be given its program if the real needs, interests, and desires of people are determined and competency is developed to come to grips with their educational needs.

Adherence to this principle means that each county staff must give renewed thought to its planning process. For many the first step will be to reappraise the makeup of planning groups. If Extension is to present a program for all people, we must increase attention to discerning their desires and problems. This approach requires representation of more interests in the planning.

A second requirement is reappraisal of what we expect from planning groups. People should be involved in activity selection and specific event planning, but this is not the starting point. Before this, we need to work with people in identifying their problems, learning their interests and needs, and deciding with them on the best course of action. On this base, with the help of leaders, we can work out program objectives and the systems of helping people to desired understanding, attitudes, or skills.

Total Consideration

Bringing our resources to bear on the problem is just as important as the identification of problems, interests, and needs of people. Too often the course of action is aimed at a fragment of the problem. We fail to relate the part to the whole.

People recognize that there is something wrong or lacking. This uneasiness leads to diminishing support by leaders and the public. And the extension staff senses a lack of accomplishment through this diminishing support.

This tendency to work on fragments of problems is caused partly by our use of the traditional subject-matter project concept. Present programs are influenced by the historically familiar pattern: each subject matter group developing its plan of work as a program complete in itself. The extension public is expected to see how each part fits and to coordinate the individual parts into the whole.

Working Coordination

This approach has produced many accomplishments, but even more rapid progress is possible if Extension will provide more initial investigation and coordination. Extension needs to bring together the segments of information which have application to a specific problem.

Such a coordinated approach to problem solving was emphasized through reorganization for programing in the Pennsylvania Cooperative Extension Service. Program development committees, alerted to the urgency of dynamic planning, were appointed by Director H. R. Albrecht. They are bringing all the resources of the Extension Service to bear upon the problems.

One of these committees is composed of six county workers; another is composed of four specialists representing animal, plant, social, and

(See By People, page 202)

Program "Architects" Need the Facts

by WILLIAM G. HOWE, *Cattaraugus County Agricultural Agent, New York*

THERE are few, if any, builders who would consider construction of a building without having a plan and blueprint to follow. Further, it is doubtful if an architect would draw up plans without first determining just what the owner or user wanted in terms of layout, details, and end product.

The same applies to planning for both short and long-term Extension Service programs. To be effective, such programs must be based on the needs of local people.

Such thinking preceded a survey of farm families that formed an important part of program planning in Cattaraugus County.

Between 15 and 20 farmers are appointed annually to the program planning committee by the executive committee. Since the majority of farmers in the county are dairymen, most committeemen have dairy as their major farm enterprise. But other types of farming, such as poultry and livestock, are represented.

Facing Facts

The agents realized that our annual program seemed to be a revision of old ones with only minor adjustments from year to year. We also concluded that we needed a more accurate method of determining what the program should be.

After discussing this with the program planning committee, we decided it would be good to survey the county to determine what extension activities were effective. The information could be used in making the agricultural program more effective. This also should form groundwork for long-term program planning.

The questionnaire, areas to be surveyed, and other details were planned by a local committee, agents, and Frank Alexander, administrative specialist in extension studies at Cornell.

Data was processed by the Extension Studies Office and put into a useful form for local committees.

One hundred twenty-nine farm families were included in the survey. All facets of the farm operation were categorized—from the family and its components to agronomic and feeding practices. Contacts with the Extension Service were also included.

Committee Studies

The real value of the survey was in its use by the county program planning committee. At the first meeting, the survey results were discussed in general and the program committee was made familiar with the entire summary.

At the second meeting, characteristics of a "Mr. Average Cattaraugus County Farmer" were presented to guide the committee's thinking. These characteristics consisted of various averages taken from the survey.

The information on "Mr. Average Farmer" was divided into three areas: extension activities, agronomic practices, and dairy practices. These details were put on the blackboard and discussed briefly.

Three separate groups of the committee discussed the areas of "Mr. Average's" operation. They were asked to indicate what this average operation should look like and what Extension's activities should be in 1963. These ideas were listed on a blackboard.

At the third committee meeting, three major areas were discussed and specific goals set up for the next year's program. The three major areas, as emphasized by survey results and program committee opinion, were: agronomic practices, management practices, and demonstration plots.

The agent staff was responsible for writing the program of work for the coming year guided by the committee's discussions and suggestions. The program committee reviewed and revised the written program before it was put into final form.

The survey gave the program planning committee useful information relative to the extension program and management, agronomic, and dairy practices of farmers.

We believe that the survey generated considerable local interest in program planning procedures. The people included in the survey, especially those planning and conducting it, came to feel that the extension organization was trying to develop a program based on local information to serve local people.

The planning committee seemed to take special interest in planning the program of work after they had an opportunity to take a critical look at some local information. Using the survey information seemed to give the committee confidence.

Changes Carried Out

It is important to point out some of the adjustments resulting from the survey and its use in planning. The county took a critical look at some of the methods of doing extension work as a result of the survey. We plan to include more farm visits and hold more local community meetings aimed at a somewhat lower level of teaching than the countywide meetings. The survey information called attention to needed emphasis in both the short and long-term programs.

Without this information, it is doubtful that as much attention would have been placed on lime and soil fertility. The survey data also supported continued emphasis on a top quality roughage program.

Finally, the information provided by the survey could and should be useful to extension for evaluating all program activities. Local programs designed to meet local needs must be based on the local situation. The survey of county farms was carried out for this purpose.

ACTION FROM YOUR PLANNING

by M. S. SHAW, *Associate Director of Extension, Mississippi*

Do you wonder: How well am I using my time? Am I helping people with really big needs? Is our team of county extension agents getting the kind of results that the people expect?

If you have doubts, it may be time to make your county program planning do more for you. It's a continuing process.

Mississippi extension agents have used program planning since 1930. In 1946, each of our 82 counties began with about the same pattern as we have since followed.

Progress Results

Results? Despite problems that affect farm families and rural communities throughout the Nation, most Mississippi farm families enjoy a standard of living many times better than a decade ago.

Our total farm marketings have increased greatly. Income from livestock is rapidly coming into a good balance with that from row crops, replacing what not many years ago was an economy based largely on cotton. Supplementary farm enterprises have been developed in many counties. Farming is more efficient. There is more opportunity for local off-farm employment.

We are confident that the above progress in Mississippi resulted to a considerable extent from sound, overall county planning, then aggressively "working the plans."

What are the main steps or stages in this planning? In the simplest form they are preplanning, program development, public relations and education, and evaluation and revision.

Preplanning. You can't do much with a large group of people without some detailed planning in advance. Discuss this county program planning with all members of the extension staff. Acquaint workers of other agencies with what is underway.

Your main preplanning job is to gather facts. This includes reliable data about the current overall agricultural situation, family living, public services, education, recreation, youth, and potentials in these and other areas. Stress not just agriculture but the total economy. Extension specialists can help with your fact-finding.

Don't feel that you must collect all the data yourself. Subcommittees of lay leaders may decide that they need facts available only through local surveys.

Plan how to best organize your leaders for the job ahead. Make a timetable. Plan the meetings. Prepare study materials.

Program development. Involve a lot of people. The membership of the overall committee should include both farm and nonfarm leaders.

Include representatives of all agricultural commodities, farm organizations, rural community clubs, home demonstration clubs, 4-H or older rural youth, county government, other government agencies that deal with rural people, businessmen, bankers, industry, civic clubs, rural ministers, newspaper editors, and radio station managers. You may think of others.

A total of 100 or more people are involved in the planning in most counties. They are both selected and elected.

Have a countywide meeting at which you carefully explain the objectives and organization. You'll need an overall chairman and possibly other organizational features.

Set up a subcommittee for each problem area. Five to nine members is about right. Both men and women on many subcommittees is suggested.

The task of each subcommittee is to study the situation in its area, identify problems that stand in the way of progress, and set goals. Practical ways to achieve the goals are suggested.

Goals must be practical and attainable, neither too high nor too low. They should be stated specifically enough so that everyone will know when they have been reached.

Each subcommittee submits its recommendations to the overall committee for approval. Priorities may be given to some goals. The combined report should serve as the foundation for the total extension

(See Action, page 204)

A Committeeman Views Program Projection

by **FLOYD W. TRAIL, Chairman, *Latah County Advisory Committe, Idaho***

OFTEN too many people are willing to carry the stool when the piano needs moving.

Such was not the case in Latah County, Idaho, when we started program projection. Every one of the 18-member committee was a piano mover. Our problem was getting someone to carry the stool!

Whatever success we have achieved stems from the willingness of every member to serve as chairman or cochairman of the basic committees. All people should have the pleasure of planning with such folks.

Most everyone has an elephant to which he likes to carry water. It is a matter of getting the right carrier aligned with the right elephant. As soon as our committee had selected the eight most important problems, there were volunteers for chairman and cochairman of each.

Exchanging Ideas

In addition to starting meetings with coffee and doughnuts, our meeting room was comfortable. Although all corners of the county were represented (and this is a must) soon everyone knew everyone present. We also learned something new about every spot in our county.

On every problem considered, each member contributed constructive thoughts. As an example, one member offered a graphic experience about the importance of following the planning circle—stating the problem, establishing a goal, obtaining the facts, doing research, education, and evaluation.

The example used was that of a top man not showing up for work on Monday mornings. The problem was that he was not at work. The goal was to get him there.

The foreman said, "Fire him." The superintendent agreed. So he was fired. But when they got around to the evaluation it was impossible to accomplish the goal because the man was no longer on the payroll.

When the personnel director got the facts they revealed that this man's wife was ill and required medical attention on Monday of each week. It required a day's trip to a larger city. Not wanting to bother anyone else, the man took the day off. Arrangements were made for someone else to take the wife for treatment which now made it possible to get the man to work.

What a contribution this actual experience was for our committee. It helped us to stay on the beam.

Citizen participation is gratifying. In addition to the 18-member committee, the 8 problem committees, and 39 subcommittees, it is estimated that 5 percent of our county population attended some meeting concerning one or more phases of our projected program.

Problems Pointed Out

The eight areas for programing selected by our committee were: weeds, family living, forestry and mining, crops, livestock, transportation, public relations, and youth. These are not listed in order of importance nor are they all problems that we know exist. To the committee's way of thinking they needed first action.

We decided that weeds were our number one problem. From this projection over 50 percent of our farmers have attended meetings.

The county has been divided into 20 community weed districts with each represented on the county committee. It was thought that each community can best work out its own weed control program. The weed problem is more than an individual problem, but differences in areas make it difficult to handle countywide. After starting this constructive move, railroads, highway department, federal and State governments, and owners of other nonagricultural lands have cooperated in a control program for weeds.

Our goal is to eliminate weeds therefore this is a long range projection. Considerable progress is being made toward reducing our weed population. We have also progressed in many of the other areas.

Sharing Benefits

Service clubs asked for reports on our projections. Their overwhelming approval certainly lifts one's spirit. They have been and are helpful in our being able to make notable progress toward our goals.

Both press and radio covered our work.

We were invited to report our operation and progress to extension workers of a neighboring State. This was a real pleasure. It is good to learn that no one of us has all the problems. To learn more about people and their problems is all bonus.

We are fortunate in having top-notch extension personnel. At one time our county agents may have wondered in what areas they should spend their efforts. Through our planning committee they have that problem solved. They know what the citizens of Latah County want and think are important.

There is no end to satisfactions we get from improvement that has stemmed from our county program projections. What every county needs is full understanding and cooperation. And we have it.

Berkeley County Farm Women Council in action on program planning. President of the county council, home agent, and Farm Women's Club representatives participate.

Rechart the County's Course

by FRANZ I. TAYLOR, EUGENE J. HARNER, VELMA B. JOHNSON, and ARLEN RAY BRANNON, *Berkeley County Extension Staff, West Virginia*

POURING out subject matter does little good if people aren't ready for it. People gain in knowledge only when interest is aroused, understanding is developed, and appropriate action is taken.

We believe that the soundest program will result when lay people, county extension workers, and specialists are all included in planning. We use lay persons because we know that we don't have a monopoly on good ideas—that programs, to be effective, must be geared to the roots of rural problems.

County Representation

The sponsoring committee for extension work in Berkeley County is the Agricultural Extension Service Committee. It is made up of seven persons representing the County Court, County Board of Education, Farm Bureau, County Home Demonstration Council, 4-H Leaders' Association, and two members appointed by the Board of Governors of West Virginia University. This committee meets two or more times annually to evaluate the program and recommend improvements.

In 1955, under the guidance of this committee, program projection was undertaken to establish sound objectives. County agents, with statistics and background information, held meetings throughout the county to discuss needs, interests, and objectives of a long-time program.

Specific suggestions were compiled from these meetings. Many were incorporated into the extension program and they are referred to in developing the plan of work. More and more we realize that the family, the farm, and the home should be integrated into any planning.

In the agricultural phase of planning, separate commodity committees help determine the problems and their solutions. Different members are selected each year in order to involve more people. Commodities represented are fruit, dairy, agronomy, and poultry.

Program building is a continuous process. Committee members recognize that the collection and consideration of new facts and ideas are necessary. They must evaluate the progress and consider factors that may change.

We try to guide the committee so that solutions will be based on unbiased data and research findings.

Each June the home demonstration club women begin to plan a program for the ensuing year. The county council of 30 women discuss what they think the problems are and methods for getting expressions from as many other women as possible.

To make it easy for women to participate, check sheets are given to individuals. For those willing to spend a little more time and thought there are problem sheets on which to write personal, family, and community problems.

This year, attention was focused primarily on problems of health and aging. Community problems most often concerned planned recreation for young people, traffic safety, and roadside litter. At the same time, small groups were also gathering facts from county leaders and public agencies on recognized county problems.

Representative county leaders attend a State planning meeting. Problems are discussed and background information and trends are given by extension specialists and other State authorities. From these sources come the basis for guidance in arriving at solutions to local problems.

When all the facts are gathered, the original group of leaders discusses the information they have and makes plans for a program.

Women's Leadership

Home demonstration club women lead the program planning for the whole county.

When the home agent goes before other groups, does a radio program, or writes a news article, she uses all this information to guide her selection of subject matter and determine where to place emphasis.

In planning our 4-H club program, we consider three main factors: analysis of the present situation, needs of the boys and girls, and potentials or objectives of the program.

Other factors vital in our program planning are available leadership, interest of parents, community inter-

(See Recharting, page 198)

PEOPLE

Are the Common Denominator

by JACK LEWIS, *Kaufman County Agricultural Agent, Texas*

PERHAPS the stage was set in 1903, when Dr. Seaman A. Knapp assisted Terrell, Tex., businessmen with plans that led to a successful farm demonstration.

Dr. Knapp offered these Kaufman County people a plan and the plan he offered was of their own choosing. In cooperation with Walter Porter, who conducted the demonstration, the plan was executed and Mr. Porter declared the demonstration produced a profit of $700.

This demonstration is credited by many people as being important in establishing the Cooperative Extension Service. The point is that program planning was the basis for original extension work.

Program planning, program building, program development, program projection—all relate to the planning process so necessary to effective and successful work. Regardless of the name, the process requires active involvement of county people in both the planning and execution of a county program. Program building is the term used in Texas.

The organizational framework in Kaufman County consists of a central program building committee supported by a number of special interest or problem area working committees. The chairmen of these supporting committees are members of the county program building committee, along with other designated key leaders from significant groups and geographical areas. This group, plus the combined membership of the various supporting committees, provides reasonable representation without getting any one committee or working group so large as to be unwieldy.

Concerned about the heavy organizational requirements of program building, I once doubted that program building could be accomplished without endangering the existing subject matter educational program.

O. B. Clifton, county program consultant, said, "If you do a good job with program building, you have done a complete job of extension work." Program building and a comprehensive extension program are synonymous.

Certain points of emphasis are currently regarded as principles for effective program building in Kaufman County.

Agents' Adjustments

The first requirement is that agents be convinced that people have the ability to plan and carry out their own program. Agents must also feel that such an approach can be rewarding both to the county people and to themselves.

The most logical place to start with program building is with county extension agents. Some changes in the way they do their jobs may be necessary. Sincere agents will transfer this attitude to county leaders.

In turn the machinery can be developed that will provide for a continuing program building operation. But this will require time and patience.

Shared Participation

It should be emphasized that program building is a continuous process of involving people in planning and carrying out these plans. Since it is continuous, the process provides an opportunity for improvement at any stage.

Membership on committees is important. The quality of committee work will be in direct proportion to the attitude and capabilities of committee members. Strong, competent, and respected community leaders, who are also representative of significant groups and geographical areas, are a requirement for progress.

Continuous and complete orientation of committee chairmen is a basic requirement for them to direct their committees. The agent must be a resource person and one who motivates people to be equal to the task before them.

One objection to program building is the interference of people in the existing county program. Committees in Kaufman County plan activities supporting the total county extension program and at the same time develop ways to carry out their plans.

(See Denominator, page 202)

Kaufman County program building committee membership represents subject and activity area subcommittees along with leaders from significant groups and geographical areas of the county.

PLAN BEFORE YOU PLUNGE!

by RALEIGH BROOKS, *Assistant Pueblo County Agricultural Agent, Colorado*

DURING planning sessions, schemes are laid to use or burn time and energy. So plan before you plunge. Time is perishable and when combined with other resources results in valuable gain or disappointing loss.

The extension worker, dedicated to helping others, finds his plans involve many people and sometimes whole communities or counties. Thus it is possible for an extension plan of work to either upgrade or downgrade the resources of many persons.

Our clientele can no more afford losses than we can. If extension programs are not challenging, satisfying, and profitable, people will look elsewhere.

Every successful businessman gives his customers what they want and need. To find the needs and desires of a group, involve them in planning programs that affect them. This gains support for the program as well.

Scope of Influence

Now let's consider key factors in the planning process of a 4-H program for Pueblo County. The ideas here have been considered and evaluated by many county groups including the junior leaders organization, the 4-H youth council, the leaders advisory council, the county 4-H foundation, home demonstration clubs, civic and service clubs, and the extension staff.

A major idea is considered by most of the above groups. If rejected, the idea dies without harm to the county program. If accepted, it is not only incorporated but widely understood and supported.

This list also suggests that a 4-H program can involve every facet of the community. The product of 4-H club work is skilled, competent citizens.

Plan for Planning

The 4-H leaders advisory council in Pueblo County projected a 3-year program. It scheduled time for planning as well as activity. Ample time was given so planning and promotion could assure adequate involvement and success of each activity. Time scores as a most important factor in promotion, participation, and progress.

Responsibility for the different functions on the 3-year program is accepted by the county groups named before. This decreases the burden of operation on any one and enlarges support for the general 4-H program.

The 3-year program with accompanying calendar and budget helps those concerned with the program to know what's happening, when it's happening, and what finances are available. Incidentally, program funds are raised prior to spending, so each committee knows its budget is assured.

The structure of the 4-H council provides officer terms longer than 1 year. Some officers are elected on alternate years. This provides experience and continuity for the major planning groups.

With a basic 3-year plan, the 4-H council, leaders, youth, and extension staff are more familiar with the program each year. They have more time and confidence in its development. And this allows more time for reports, recruitment, and reenrollment.

Signs of Achievement

One significant move on the part of the 4-H council was to approve Thursday evening as the major county 4-H meeting night. Now individual club members and leaders save this evening for council or committee meetings. This reduces conflicts and increases attendance at 4-H functions.

Another stabilizing influence is the Pueblo County 4-H Foundation, developed over a 3-year period. These civic and agricultural leaders are interested in promoting 4-H.

They assume the major financial responsibilities of the county 4-H activities. Their 1960 budget of $2,500 will help with an interstate exchange, State conference, State camp, county achievement, leadership training, and other programs.

The crux of an expanding 4-H program lies in its leadership. We have found that 4-H members participate and re-enroll in direct re-

(See Plan Before, page 204)

Is Planning Worthwhile?

by D. W. BENNETT, *Agricultural Agent*, and MRS. KATHLEEN HODGES, *Home Economics Agent, Henderson County, North Carolina*

Is program planning worthwhile? Ask the farm and home leaders of Henderson County, N. C.

Fifty leaders, representing farm and home organizations, were invited to explore the possibilities of setting up a long range program. This was in 1956.

Since then gross farm income in Henderson County has risen steadily under the impact of a long-range extension program. Income rose from $7.6 million in 1956 to $9.1 million in 1959. The goal for 1961 is $11.9 million.

County Representation

The people attending that first meeting represented all segments of the county farm population. Most of them were officers of the different enterprises and organizations, such as the Blue Ridge Apple Growers Association, Beef Cattle Club, Poultry Club, and Home Demonstration Council.

They examined summaries of information about the county at the first meeting. Later each major farm and home enterprise was explored and problems discussed. At the final meeting, the committee set up goals and discussed ways and means of reaching them.

Later the leaders of each farm and home enterprise group further explored goals and worked out definite ways to reach them. The countywide program planning committee was then called back into session so countywide goals could be summarized and adopted.

It was generally agreed that farm income, marketing conditions, nutrition, and rural housing were the greatest problems. Special efforts were made to improve these problems although others were not ignored. There were plans to expand some enterprises, such as poultry, fruit, and tomatoes. In others, emphasis was focused on increasing efficiency.

Each year, a check was made on each enterprise. If progress wasn't satisfactory, methods of reaching the goals were changed.

Four new marketing co-ops have been formed—in dairy, eggs, apples, and tomatoes. Annual savings to farmers are estimated at $153,000. The co-ops are expected to do a total business of about $1.3 million in 1960.

An educational program, keyed to wise use of the food dollar and to better home gardens, is improving nutrition in rural family diets. A program was carried out on wise use of the food dollar along with growing part of the family food.

Extensive work has been done with low-income families on basic management, especially in handling money and in farm and home planning. It has resulted in marked improvement in housing and better living.

Gross farm income has increased $1.5 million in 3 years.

Success Factors

A key factor in this long-range program has been coordination of leadership. Many of the members of the county planning committee were also officers in the various enterprise groups and farm organizations—not hand picked by extension personnel. Until this time the extension office had worked with each group separately to carry out the extension program.

The original county planning committee has now been changed to a county advisory board which advises the extension staff.

A large share of progress in the program is credited to farmers, homemakers, and young people. Agricultural agencies which helped include Farmer's Home Administration, Agricultural Stabilization, Soil Conservation, Production Credit, vocational agricultural leaders plus district and State extension specialists.

"Program planning with lay people has resulted in a better and more useful extension program which is helping more farmers and homemakers in Henderson County," say extension leaders. "This has resulted in greater understanding on the part of leaders about the importance of research and education."

The secret of success in planning and carrying out a long-range extension program depends on how much responsibility is given to the rural farm and home leaders. In order for any program to succeed it must originate with the people. They will then think it is their program and make a determined effort to carry it out.

RECHARTING

(From page 195)

ests, and social and economic problems.

Each year 4-H program planning is undertaken jointly by the 4-H leaders and adult counselors (many are parents and community leaders), 4-H Pinwearers (a group of older 4-H'ers), and the county extension staff.

These groups analyze and review the past year's program to ascertain the objectives and goals reached and the weak and strong points of the program and activities. With this background, they formulate the new years' program and activities, keeping in mind the long-range objectives of 4-H club work.

Our program is simple yet effective. It is flexible enough for change without altering its primary objectives.

Some say that it takes too much time to plan and develop extension programs that really meet the needs and interest of people. Which is more important, to develop people or just to serve everyday needs as they arise?

Are you too busy piloting the boat to take time to rechart your course? Our extension staff works together and develops a combined program of work. We think it is important.

LET THE PEOPLE Speak!

by **WALLACE CUMMINGS**, *Monroe County Agent, Arkansas*

WHAT kind of program should be planned and developed for the farm people of Monroe County?

No one is in a better position to answer this than the farm people themselves. They know what their problems are and can help solve them. And after they have a part in planning and developing programs, they are more determined to make them succeed.

Have you ever heard an extension worker say that he initiated a certain program in his county because he felt it was what the people really needed? We might be surprised at the number of failures of programs that were planned and conducted entirely by extension agents.

Open Participation

Farm people must be involved in developing and planning extension programs. If a program is presented to them, the people will consider it the agents' program and not theirs. If the program doesn't fail entirely, it will have a hard time succeeding. If the people are not involved in formulating the program, the extension workers' job becomes more difficult and probably only limited benefits will come of their efforts.

The key to a well-planned and successful extension program is participation by the people that will be involved in a particular program. Once the people have shown interest in discussing and planning a program, they will help take the necessary steps to insure its success.

An overall agricultural committee assists Monroe County extension agents by planning the various programs that are to be carried out. A chairman, vice-chairman, and secretary are elected annually.

There are 32 farmers and farm women on the committee. In addition, nine exofficio members are the county judge, home demonstration club council president, a banker, the county editor, a farm organization president, 4-H leaders, and extension agents.

This committee is representative of the county's population and interests. Their main function is to review the reports of various subcommittees and help combine this information into a county program.

Subcommittees of the county agricultural committee are broken down into two categories—community committees and commodity or special interest committees.

Community committees, designated by community boundaries, are composed entirely of people within the communities. They are represented on the overall agricultural committee by at least one farmer and one farm woman.

Commodity or special interest committees do most of the planning and program development concerning specialized subjects. Presently active committees include: foods and nutrition, housing, clothing, organization, community development, Farm and Home Development, 4-H club, rice, cotton, and livestock.

These committees meet several times each year to discuss the problems of their particular subjects. The chairmen are members of the county agricultural committee. They represent their committee and present their reports at the overall committee meetings.

Mission Accomplished

Sometimes urgent problems cause need for a new committee. For example, a few years ago, several large communities did not have telephone service. A group of leaders consulted extension agents and decided that a rural telephone committee should be formed.

(See People Speak, page 207)

Take Aim at Specific Problems

by P. K. CONNELLY, *Extension Supervisor, Indiana*

TAKE dead aim at problems that need to be solved. This is the job of a program planner.

Part of this task is to find out the needs and the important problems associated with them. The job also includes organization of staff, people concerned, and educational activities to carry out the program. These are the inescapable responsibilities of program planners.

There is one thing you can bet on. If your program doesn't take dead aim at important needs, you don't have much of a program. Furthermore, if the citizens concerned don't recognize the needs and the problems associated with those needs, you still don't have much of a program.

Program Measurements

You have a program when four well-defined conditions have been met.

- When the county staff has a set of clearly understood program objectives, based on problems associated with real needs.
- When the people concerned recognize their needs and problems and have the same objectives as the county staff.
- When there is an organization plan that intensively involves representative people in each phase of the planning process.
- When there is a coordinated series of educational activities designed to help solve the problems.

This is neither easy nor simple. But certain principles will help keep a staff working on the right things in the right direction.

The first principle concerns thorough understanding within the staff. It means the county staff has what Assistant Director Gale VandeBerg of Wisconsin calls "common insights into the process, and common agreement on objectives, procedures, and responsibilities in the planning process."

This kind of understanding is achieved over a period of time. It is an outgrowth of staff participation in decisions concerning problems, objectives, procedures, and staff responsibilities. It is the outgrowth of regular staff conferences, intensive discussion of problems, and questioning and analyzing within the staff. It is a result of intensive communication, until there is real understanding and agreement on what is to be accomplished, why, and how.

This kind of understanding is one of the basics for program accomplishment. If you don't have it, your first step should be to get it. If you don't get it, you don't have a chance!

People's Insight

The second principle has to do with the same sort of understanding by the people involved. This includes both the actual planning committee and the county extension committee. These people need the same insights, feeling of purpose, and understanding of objectives and procedures as the staff itself.

Experience and research show that extension committees are usually willing to spend more time than they are expected to spend on the job of planning. "In fact, many leaders were critical of trying to do the job of planning too fast, and with lack of depth caused by lack of involvement and lack of information," says Dr. VandeBerg.

People are not willing to spend their time, brains, and energy on unnecessary, trivial, or superficial activities. If they can do important planning, they want to see results. They want to feel they are contributing to an important cause.

Getting competent lay people personally committed to successful, worthwhile programs is the way Extension can find, train, and develop more leaders. It will make the Extension Service a stronger and more effective agency of society. If Extension is to meet the challenge of today, one of our first concerns will be to get competent people committed to important programs.

Reporting Goals

Let's look at a case from Rush County, Ind. Start with the annual plan of work because that reveals more than objectives and a calendar of activities. It also shows a progress report of long-range planning, statements of program objectives, and names and addresses of the people involved in the whole planning process.

When you read the Rush County plan of work you get the feeling that it represents a complete program planning system. It is the work of both staff and lay people. No program could stand up to the scrutiny of this many people unless it was important and met some real needs.

The 1960 Rush County plan of work lists nine major program objectives. Let's examine one of those in detail.

Supporting Objectives

"To help Rush County people engaged in agricultural enterprises adjust businesswise to insure adequate family income." This objective has been a part of the program for years.

It was not decided on at any particular meeting. It grew over a period of years. It grew and evolved in meetings of the executive committee, the farm management committee, and the annual meeting of the county extension committee.

For the last 5 years more than 100 leaders have attended the annual meeting—local extension leaders; leaders of interested federal, State, and local agencies; and leaders of county and community organizations.

It would be next to impossible to get this group to work on and support this objective if it did not meet an important need in Rush County.

The objective is supported by no less than 20 extension activities every

(See Take Aim, page 205)

Programs Wear Like Clothes

by **WILLIAM G. McINTYRE**, *Hunterdon County Agricultural Agent, New Jersey*

EXTENSION programs are like clothes. Some we wear out in a short time. Others last for years.

A dress overcoat gets stored away carefully each summer. It is cleaned, pressed, and brought out for wear the following winter. But real working clothes wear out and have to be replaced. We replace them with the same design, or if we are lucky, with new designs and styles that fit better and are more comfortable. So it is with extension programs.

Unfortunately, we can't step into a store, order up an extension program, and walk out with it. We have to make our own.

In planning programs we try to have the Hunterdon County folks try them on for fit. Since ideas are the materials from which these programs must be developed, we try to have our people furnish some of the raw material. Since the success of the program depends on the people of the county, we try to have a representative group help with its construction.

Specialized Interests

Hunterdon's main agricultural enterprises are dairy and poultry. Before attempting to write up our program for the year we sit down with people who can reflect the needs of the county in these two major fields.

In the past we've had two committees, one for dairy and farm crops and one for poultry. These committees are made up of several different kinds of people in an effort to cover the various angles that should be considered. We like to have one or two folks from the executive committee of the Hunterdon County Board of Agriculture, official guiding body for extension.

In the case of our dairy committee, we try to have dairymen represent the board. In addition, we try to include several other farmers, older ones as well as young ones, progressive ones and some who are not. In addition to the farmers, we have DHIA supervisors, artificial breeding co-op representatives, a feed dealer, a seedsman, and a banker. Added to these are the agents and specialists from Rutgers University.

Meeting Agenda

When all are assembled, last year's program is reviewed and criticisms are noted. The specialist sets the stage for agriculture in the future as he sees it. Then the group is asked for ideas and suggestions. The agent's job is to catch as many of the ideas on the blackboard as possible, and state them in terms of objectives for the future program.

Once the raw material is gathered, ideas are passed along from one member of the committee to another and suggestions for accomplishing the objectives are put down. As the objectives and refinements for accomplishing them are brought out, the committee is asked to place priorities on them.

Once this is accomplished, the agent's program of work is half done.

All that remains is for agents to fill in details, such as the statement of situation and trends and an account of the specialist's talk localized with the ideas and suggestions of the committee. He states the objectives, aims, and purposes. Next, the program is detailed on a calendar and responsibility basis.

Like any other assembly line, this one is not perfect. Sometimes there's a shortage of raw materials. In such cases last year's models are refurbished and continued.

Frequently, last year's models are completely rebuilt with clearer and more obtainable objectives. Occasionally something absolutely new and different is brought into the picture.

Resulting Changes

At just such a program planning session in Hunterdon County the idea of cooperative artificial breeding of dairy cattle was suggested. E. J. Perry, then extension dairy specialist, discussed a visit to Denmark where the practice was underway. This sparked our artificial breeding program.

Our all-day Dairy Institutes came about in a similar manner when a previous year's program was evaluated. The system of holding a series of evening meetings was felt an inefficient way of reaching a large group of people. Someone suggested an all-day affair combining all the meetings complete with exhibits and lunch. This technique has saved specialists', agents', and farmers' time and it has resulted in better attendance.

Questions and ideas from farmers, specialists, dealers, and many others all come together in these program planning sessions. Out of it comes a program that better fits the needs of Hunterdon County.

Projecting Ideas

Program projection was tried in a similar fashion with a series of meetings. The first few filled in the details, statistics about the county, its growth, and future development. Subcommittees discussed specific parts of the long-range program and presented their recommendations to the overall committee at another meeting.

Finally this program was formulated and written up. The thoughts of a representative group of people as to the future needs, aims, and purposes for extension and other groups had been presented.

Since our extension programs are for people and since programs must be carried out by them, it is important that the people of Hunterdon County assume some responsibility for planning the programs to meet their needs.

DENOMINATOR

(From page 196)

Certainly committees are not to plan activities to be executed solely by extension agents. This defies the whole philosophy of developing a strong and effective county extension program through the program building process.

Receptive Atmosphere

When committees have a serious purpose, are adequately staffed, and have well-oriented chairmen, the whole process is regarded with respect and dignity. The county program will be enhanced and require less attention by the agent.

County people and the influences that add up to their wants and needs do not conform to calendar dates imposed from outside the county unit. This means that the complete program building process can work only where maximum programing responsibility rests with county personnel instead of supervisory personnel elsewhere.

County people will not give their best support to programs where someone else holds veto power. Neither will they spend much time and effort carrying out plans made outside their group. We must be satisfied with the county extension program designed by local people.

Since extension programs are people oriented rather than subject matter centered, a program can move only as rapidly as the people want it to move. If an agent attempts to speed up this process by assuming responsibilities that belong to the committee, or to otherwise subsidize the committee leadership, he will undermine and tear down program building work.

It requires a great deal of patience by agents. Agents must apply their talents toward influencing people to act rather than acting as a servant for the people.

Certainly this is not a blueprint of how to do program building in our 50 States. In Texas alone, there are a variety of conditions which must be met by local agents, familiar with their own situations. Surely the same is true for the other 49 States.

Every State and county has one thing in common—people. People are much the same everywhere. They have about the same wants and attitudes toward achieving their desires.

While every county has its peculiar problems, Extension still has its basic and common objective—providing an educational program for the people of the county. Local agents know best how their people can be involved in program building.

Rewards include personal satisfaction for extension agents who see their county programs grow in scope and influence. New clientele mean more workers in the total program. And extension work itself is interpreted to a larger public.

BOOK REVIEW

RAISING CANE ON HUCKLEBERRY by Alice Cobb. Friendship Press, New York.

This story of opportunities for youth to serve the community is told simply and effectively. The charm of the story is that the author doesn't strain to make a point. The characters are ordinary people with normal reactions—not super individuals.

The theme is that the church is the center of our community and of our whole life. The approach is that the big opportunity is doing things together for something bigger than ourselves. The events in the story are handled so skillfully that it is easy for a person to see himself in it.

Some might criticize the story as placing too much reliance on the rural community automatically providing an environment for "goodness" —that it is easier for youth in this setting to undertake a constructive approach.

The author has highlighted the positive. There are also obstacles to overcome—some greater than in an urban location. The problems of cooperation of a number of small churches and separateness had to be overcome. Even though the author's background and experience might permit some prejudice in favor of the rural community, I'm sure that her broad outlook would entitle her to write as equally effective story in another setting—*P. F. Aylesworth, Federal Extension Service.*

BY PEOPLE

(From page 191)

physical sciences. These two committees work with an assistant director for program development.

The county program development committee is concerned chiefly with matters pertaining to program development conduct in the counties and in defining problems. This committee also consults with the specialist committee regarding development of resources needed by county personnel.

Members of the specialist program development committee are trying to bring together the resources of the various disciplines. When the elements are analyzed and fitted together, projects have a larger impact on the problems in question. Satisfactory progress has been made in this new program development procedure during its first year and a half.

Advances Recorded

Specialists, by working together, find they have been able to develop harder hitting programs and the increased significance of their work is being recognized. These jointly developed approaches to problem solving are readily accepted by agents and the people.

A constant effort has been maintained to key the work to problems recognized by the people and to secure support of local leadership before using this team approach method in local situations.

Several programs are on a pilot basis to assure that the available personnel will have time to develop and conduct them. Some agents already are beyond the pilot stage on the strength of competency and new confidence gained by working on these well-organized projects.

This developmental program is having a stimulating effect throughout the organization. Specialists are more willing to work together as they see opportunities to tackle previously baffling problems. County workers are more conscious of analyzing their local situations to focus on important needs and interests. Most important, lay leadership approves and supports this effort to better serve them.

Prepared for Change

by ELIZABETH SUESS, *Henry County Home Demonstration Agent, Missouri*

As long as the Earth keeps turning, the world around us will change. And we must continue to adapt to it.

Henry County completed a long-time plan in 1958, thinking that it might be projected to 1965. But the time will come when another major change must be made.

Preparation for this projected plan began at the January 1957 meeting of the agricultural extension council. The council decided that the time had come for Henry County to take a look at itself. A steering committee of six members was appointed to make tentative plans for procedures.

This committee suggested first that information be compiled on situations and trends in the county. Part of this information was gathered by interviewing people in various occupations and professions.

Committee Recommendations

In September the steering committee presented the method and procedure it thought would facilitate developing the program. Four major assignments were made.

The council and leaders from various occupations and professions should meet jointly. These leaders would discuss their ideas, problems, and changes needed to meet needs in their areas.

Council members at the township elections could discuss further and get ideas as to problems and things that should be included in the extension program.

At the annual meeting council members would condense and consolidate these problems and add suggestions that were obtained at elections.

At the January 1958 quarterly meeting the long-time plan would be developed further.

Improvements Wanted

One area marked for emphasis was agriculture production and marketing. This included soil improvement, livestock breeding program, and farm products quality improvement.

Better roads, better communication facilities, and coal dumps were included in the rural and civic problems.

Soil conservation, improved farmstead appearance, employment off the farm, and maintaining farm income came within the scope of agriculture problems.

Under social and community problems, lack of community leadership and the need for more emphasis on extension, 4-H, and FFA were pointed up.

Henry County is within the area to be affected by the proposed Kaysinger Dam. That was also included as being a problem within the scope of extension activity.

More news and information from the Extension Service was agreed on as a need.

Tentative plans were made for the steering committee to get under way. They were invited to meet and then report to the council executive board in October. The steering committee, the council, and some 23 leaders would meet in late October to hear resumes of the work.

Men and women from various occupations and professions met with the steering committee. Among the 50-60 people at this meeting were church leaders, doctors, lawyers, city and county officials, the county court, representatives from the home economics club council, businessmen, bankers, and related agencies. A cross section of people who might be related to rural people and their problems were included.

When reports came in from the township meetings, the steering committee studied the information gathered.

The summary of all this material reads like an outline of the Scope Report.

Further validity was given the findings at the annual meeting of the agricultural council. The old, newly elected, and hold-over members of the council, a group of about 50, were counted off into three discussion groups.

Each group appointed a leader and a secretary. Extension personnel did not sit in with any group. Each leader presented the findings from his group to the whole council. Reports were collected and kept for reference.

The discussions bore out the steering committee's recommendations.

In January 1958 the council reviewed the work of the previous year. They decided then that committees were needed to study possible solutions to the problems confronting the county.

So during the spring of 1958, a series of committee meetings was held. A committee for each area of emphasis was appointed.

The areas were named as follows: efficiency in marketing, distribution, and utilization of farm products; conservation, development, and use of natural resources; family living; youth development; leadership development; community improvement and resource development.

Specific problems and possible solutions were set forth in each area. Finally, after months of planning, thinking, studying, and discussion, a long-time plan for Henry County was evolved.

People involved were not handpicked. Agricultural councils in Missouri are elected. This gives people who might not serve ordinarily an opportunity to be part of a policy making group.

Areas of Progress

This long-time plan has been used for 2 years now. In checking it against accomplishments we find that progress has been made in each area.

For example performance testing of beef cattle has been started. The number of dairymen producing grade A milk has increased.

Interest in home grounds improvement as well as better farmstead arrangements have resulted.

(See Ready for Change, page 206)

Winter School Courses Announced

The second Winter Session for Extension Workers at the University of Georgia is scheduled February 13 to March 3, 1961. All classes will be held in the Georgia Center for Continuing Education. The following courses will be offered:

Public Relations in Extension Work, S. G. Chandler, Georgia

Principles and Procedures in the Development of 4-H Club Work, Miss Emmie Nelson, National 4-H Service Committee

Operations and Administration in Extension, Mary Louise Collings, Federal Extension Service

Family Problems in Financial Management, J. W. Fanning, Georgia

Effective Use of Information Media in Extension Work (Psychology for Extension Workers), Dr. Paul L. Ward, Georgia

Communication in Extension Work, J. D. Tonkin, Federal Extension Service

Announcement bulletins giving further details are available from S. G. Chandler, Chairman, Extension Training, Agricultural Extension Service, University of Georgia, Athens, Ga.

PLAN BEFORE

(From page 197)

lation to the ability of their local leaders to understand and motivate them. Hence, we have developed a regular leader training program to help new leaders feel secure in their jobs and understand the philosophy of 4-H. Training helps experienced leaders understand and challenge different age levels.

Additional parent interest and leadership has been developed by requiring at least two leaders to train for each club. This provides continuous leadership in the event a leader must resign.

Useful Experiences

Each 4-H member, regardless of age and maturity, must be challenged. Through training sessions, leaders are acquainted with the programs and activities available to inspire their members. Ownership is stressed. Skills are taught. Practical recordkeeping is made a valuable part of every project.

A junior leader organization helps older youth learn about management—how to budget, obtain credit, and build net worth in their own name. In this activity, we find a great inspiration for older youth.

The junior leader organization does much of its own planning. The program includes many adult-like activities. Best of all, its training provides significant help to clubs and communities.

Meanings for Extension

A planning catalyst is the role of the extension worker. He can do a lot to spark and accelerate 4-H programs conceived and promoted by those who need them.

His assistance with records aids continuity. He can provide for systematic evaluation of activities. This continual, objective evaluation of the county 4-H program by the extension staff and planning groups provides flexibility for an expanding program in a rapidly changing scene.

Tradition is only a guidepost, not a hitching post. We have learned much from our first long-range program that will guide us this fall in developing another.

ACTION

(From page 193)

program. From it, prepare your annual plan of work.

Public relations and education. The program building process gains valuable understanding and support for extension. For the planning to mean the most, our aim should be to as nearly as possible acquaint every person in the county with it. This is done through community meetings, local newspapers, radio, and publications.

The educational value of the planning is great. Participants learn more about their county and its potentials, along with how to use research and education to make improvements. Special roadside demonstrations, field events, and other teaching aids often result from the planning.

Evaluation and revision. The entire program planning committee should meet at least once each year to review the total program and make changes as needed.

For example, many 5-year goals were reached in 2 or 3 years by Mississippi counties. New situations and problems arise. Despite excellent original work by the subcommittees, further revision and study may be needed later in some areas.

The program planning process must be continuous if the desired action is to take place.

Special teaching events like this Mississippi tour increase the value of county program planning.

Weigh Anchor for Progress

by JOHN R. EWART, MRS. PATRICIA DEARTH, and JOHN E. MOORE,
Madison County Extension Staff, Ohio

AGENTS, as well as their county people, must have the courage to meet the facts straight ahead. Success doesn't allow for dropping the anchor of tradition.

To start program planning on the right track, extension workers must be able to and want to analyze or evaluate past program results objectively. Appreciation of the rapid changes is essential. And behind it all, both agents and county people must have faith in the future of farming and the community.

A coordinated county extension program starts with a county staff that appreciates each other's responsibilities and is willing to give and receive help for the benefit of the total program. In other words, there is no substitute for unity among county workers in developing a strong county program with lay people.

Group Representation

The Madison County extension program is planned and carried out with the assistance of special interest committees. Included in our special interest committees are: 4-H council and junior leaders, home demonstration council and alumni, and commodity committees.

Representatives from each of these, plus organizations, schools, churches, service clubs, and businessmen when possible, make up a county extension advisory committee. This group helps coordinate and direct the overall county program.

Concentrated effort has been made on long-time program development. Each committee, assisted by an agent and other resource persons, concentrated on drawing a picture of past trends in each special interest area. Charts and graphs were made for use with special interest committees, county council, and county groups. Each committee tried to predict future trends in its area and to recommend program emphasis.

A representative of each committee presented the study reports to a countywide all-day meeting. All committees, school officials, and representatives of business and farm organizations attended this meeting.

After illustrated reports were given, the large group divided. The small groups discussed areas of emphasis to stress in the future and areas that could be deemphasized. Reports of these small groups were summarized and presented to the county extension advisory committee.

Emphasis Recommended

Following these recommendations, the advisory committee listed objectives to work toward and recommended ways to attain these objectives. They include resources needed and a suggested order of emphasis. No areas were recommended for deemphasis.

Priority was given to youth work with emphasis on more practical projects and methods of project evaluation. Making the 4-H experience as educational as possible with more recognition was highly recommended.

Adult programs are no less important, but as one group mentioned, a good, practical educational program for youth is our best adult program. There is no better demonstration for adults than an effective 4-H project.

More emphasis was recommended for farm and home management. Consumer preferences were to be emphasized with production groups.

A summary of the year's work in each special interest area is given annually to our county extension advisory committee. This committee coordinates and helps develop more unity and strength in the total program.

Each special interest committee devotes at least one meeting each year to planning its annual program in light of changes in its area and overall program emphasis.

The key to the effectiveness of extension program planning rests on how representative of the people the committees are. In other words, are the members of a committee representing the upper 5 percent, or a specialty, or the whole county.

County program development should be a continuous process involving as many people as possible. The more representative people you can involve in the planning, the more people you have willing to help carry the action program.

Extension workers must appreciate the contribution advisory committees can make to a program. The challenge is to see that all members of a committee know the objectives of the program and that all facts are considered. Agents must have confidence in the decisions made by the committee and see that the program is carried out as decided.

Finally, the extension worker must develop a wholesome attitude toward continuous evaluation of the ongoing program, both with special interest committees and with the county advisory committee.

TAKE AIM

(From page 200)

month. Typical activities are: farm management tour, swine and dairy tours, district fertility and lime school, crops demonstrations, soil testing project, conservation field day, 4-H club projects, Better Farming and Better Living work, and farm management school.

These activities involve some 300 families, many of them several times. This involvement of interested people brings a high degree of coordination to a program.

Planning programs to meet needs depends on coordination of effort within the staff and within the committee and in taking dead aim at specific problems. This is done by establishing an objective and then organizing educational activities that will help the people solve the problems they face in reaching for the objective.

Developing Family Interest

by MARTIN G. BAILEY, *District Agent, Maryland*

FAMILIES will participate in the extension program if it is based on meaningful needs. People should be given an opportunity to identify their needs and to suggest extension activities that should be included in the program. Then the program will be most effective in satisfying the felt needs of the people.

Unless we respect the people's expressions of their needs, we run the risk of drafting a county extension program which will be little more than a so-called "agent's program."

Important Factors

When the extension worker helps families develop programs to meet needs, he should not permit the families' ideas to become sole factors in determining objectives. The people's expressed needs should be analyzed with respect to what research has to say about the problem and what extension specialists can contribute to improving the situation.

The extension agent can be most helpful by directing the building of the program so that it will be as highly scientific and educational as possible. At the same time, it should recognize the basic needs expressed by the people.

A recent look at county programs of work in Maryland revealed that more families should contribute systematically to county program building.

So several training meetings were held to: help agents develop an appreciation for well developed extension programs, realize that extension programs must be developed around sound sociological and educational principles, know and understand the components of an extension program, and learn the step-by-step procedures involved in program development.

A significant part of the agent training was the designation of duties of the people who were to play a part in building the county programs.

The State office was responsible for administering extension policies, suggesting procedures to follow, and supplying background information.

The county staff decided on the basic program building procedures to be followed, organized a group of county people who served as an advisory group, and worked as leaders in carrying out the program. The county staff also wrote and publicized the program.

The communities, through simple surveys and group meetings, expressed what they felt their needs were and what they wanted done to improve the way of life.

The county advisory committee worked with the county extension staff in giving priority to needs which commanded immediate attention. And they helped decide on procedures for carrying out the program.

Obstacles Overcome

The existing cultural situation in each county was a primary factor in determining how rapidly the people could organize to take an active part in program development. In some instances, people did not understand the function of the Extension Service and could not see how extension could be of any help.

In one county, the people felt such strong community loyalty that it was difficult for them to see the benefits of a countywide organization such as a county extension advisory committee. The extension staff worked with the people in each community at their cultural level. Then program development became a true extension teaching activity.

Some months later the families "bought" extension and its philosophy. They began to accept responsibility and play an active role in extension program development and execution.

Involving People

The people learned about the organizational pattern of program development at community meetings throughout each county. These same people selected their representative to the county advisory committee. This gave families the feeling that they were a part of the county program and that the program belonged to them.

To keep people involved, each advisory committee member called community meetings with his neighbors to identify local needs and problems. Then the advisory committeeman reported to the county committee and the extension staff.

These reports served as a basis for determining the objectives of the county extension program. After the program had been written, the individual advisory committeemen assisted in taking it back to the community and helped the people put it into action.

We know that people's interest and participation in the county extension program is directly proportionate to the extent of their involvement. Learning cultural situations and developing families' understanding is one way to involve people in program planning.

READY FOR CHANGE

(From page 203)

Enrollment in 4-H has increased. This of course reflects the increased interest of the council members as they become more familiar with the problems and opportunities.

Farmer-businessmen relations have grown closer and better in the past few years.

We realize that this plan is only a start. But we feel it has given us good background for future plans while starting us on county improvements now.

WHY PLANNING

(From page 190)

process, when done with painstaking care, assures an end product in the form of an action program that is more nearly sound and right than a program devised by professional specialists or technicians alone. The correctness of a program generated by program planning, of course, is dependent upon the knowledge that the people have and the facts which they receive from extension personnel and other experts. With adequate facts, people can apply sound judgments and make right decisions.

Fifth, the participation of people in program planning gives them a proprietary interest in seeing that the program is carried out. Then they are interested in contributing to the efforts required to bring about the beneficial end results of the planned program. The value of such cooperation in program execution is obvious.

Sixth, county extension agents who desire to concentrate their time upon the execution of a well-planned program find support for this worthy objective in the people who were involved in the program planning process. Having a direct interest in seeing that the extension teaching phase of the total program is carried out, the people who helped develop the extension program are likely to stand behind the county staff when hard choices must be made between important educational activities and less important service jobs.

Helps Coordination

Seventh, the program planning process can be an excellent means of bringing about a more integrated extension program. This in turn can contribute to a high level of staff coordination. The results in this direction depend on how the organizing aspects of program planning are handled. But if the planning is approached in coordinated fashion, a byproduct of the effort can be highly unified extension staff operation.

Finally, program planning is an important vehicle through which extension workers can maintain a high degree of local understanding and support for extension work. There is no better way to achieve a hard core of understanding about, and appreciation of, the extension program's purpose and worth than to have a widely representative group of people involved in the planning. Such involvement and understanding contribute immeasurably to sound public relations.

You can probably think of other reasons for program planning. The important point to keep in mind is that while extension program planning takes much staff time and effort, it also has many positive features. And all of these contribute to excellence in the conduct of extension work.

PEOPLE SPEAK

(From page 199)

The committee was selected and started immediately to acquire the rural telephone service. The telephone company pointed out the steps required before service could be provided.

Maps were drawn up, prospective customers listed, mileage estimated, deposits collected, and many other preparations made by the committee. The committee disbanded after the goals were reached. However, its accomplishments will not soon be forgotten.

People become involved in program planning for various reasons. Many are directly affected by special problems or needs. Others want to assist with anything that might benefit the community. Still others may be promotion groups, working to make a certain practice or enterprise succeed.

Various Roles

The agents' role in program planning will vary with the specific committee they work with. In most cases their role should be in an advisory capacity. They should provide the information that the committee needs to plan a successful program. Agents are also responsible for helping people to recognize their problems and develop the proper solutions.

In Monroe County, the extension agents serve in an advisory capacity on committees other than those that plan the extension program. We cooperate with agricultural committees of the chambers of commerce and civic clubs.

Farm people have sound judgment and, if given the opportunity, come up with programs that will solve most of their own problems. County extension agents should make every effort to give these people the opportunity to plan and develop their own programs.

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	2150	Safeguard Your Farm Against Fire—*New (Replaces F 1643)*
F	2152	Slaughtering, Cutting, and Processing Lamb and Mutton on the Farm—*New (Replaces F 1807)*
L	372	The Onion Thrips—How to Control It—*Revised July 1960*
L	431	The Sweetpotato Weevil—How to Control It—*Revised July 1960*
L	475	The Cotton Fleahopper—How to Control It—*New*
G	69	Home Care of Purchased Frozen Foods—*New*
G	70	Home Freezing of Poultry—*New (Replaces L 279)*
MB	9	Preparing Peaches for Market—*New (Replaces F 1702)*
MB	10	Preparing Wool for Market—How to Increase Profits—*New (Replaces L 92)*

The following publications have been discontinued and should be removed from the Inventory:

L	169	Preventing Gin Damage to Cotton
L	356	Expansible Farmhouse (Frame)
M	720	American Farming—An Introduction for Young People

The following publication is obsolete and all copies should be immediately discarded:

L	269	Pickle and Relish Recipes

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OFFICIAL BUSINESS

STEPS TO PROGRAM PLANNING...

EXTENSION SERVICE Review

NOVEMBER 1960

LAUNCHING AND CARRYING OUT EXTENSION PROGRAMS

EXTENSION SERVICE Review

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

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

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

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In This Issue

EAR TO THE GROUND

"Get your ideas into orbit." This slogan was used on posters around Washington last spring in a drive promoting employee suggestions.

A similar slogan could be used for this issue—get your program into orbit. At first glance, it may be difficult to see the connection between launching extension programs and satellites, as illustrated on this month's cover. But let's compare them.

A satellite is a pretty complicated piece of equipment. If we analyze it in simple terms, however, it is made up of hardware or material, technical knowhow, and fuel. Each of these three components is essential to launch a satellite and send it into orbit.

Now let's look at an extension program. The hardware or material which makes up the program lies in a county's natural resources—the land, water, forests, fish and wildlife, and minerals. The technical knowhow for putting our extension satellite together comes from you—the extension worker.

And the fuel—which is really a super-fuel just as satellites use—lies in people. As articles in this issue show, people must be involved to move extension programs into action.

This issue has many examples of how people across the country are helping to launch and carry out extension programs. Perhaps these will give you ideas to help get your program into orbit.

Next month's issue on evaluation will conclude our series on program development. Analysis of how we're doing is the final step in program development.

In discussing this series of issues the other day, a coworker pointed out a difference in our thinking toward "program development." He uses the term in explaining the steps taking place up to the written plan of work. Execution and evaluation of the program, he feels, are additional steps that are not included in the term "program development."

On the other hand, I think of program development as the complete process—determining your audience and their needs, planning a program to meet these needs, launching and carrying out the program, and evaluation.

We both agreed that our only difference was in definition. Neither of us questions that all four steps are vital parts of Extension's educational job.—EHR

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UNDERSTANDING Activates Extension Programs

by JOHN E. HUTCHISON,
Director of Extension, Texas

You can't have one without the other. That's what a popular song said recently about love and marriage.

It's the same way with a county extension program. Planning and action are so closely tied that it's impossible to consider one without the other.

Smooth, effective activation of a county program can be accomplished only if adequate plans are made for each phase of the program with the total program requirements and the available resources in mind. Such plans must provide for active involvement of both the extension staff and a representative group of local people.

All extension staff members must thoroughly understand the program building process. County extension personnel must see that they and the committees of local leaders each have a definite role and contribution to make in every step of program planning and implementation.

It is equally important that other extension personnel—administrators, supervisors, subject-matter specialists—have a clear concept of this process. Administrative and supervisory personnel must provide an "administrative climate" so that county agents will be encouraged to use this democratic approach in program planning and implementation.

Subject matter specialists must be involved at the county level to make their greatest possible contribution to the action phases of the program. Otherwise, specialists' plans and activities may not directly support programs that are developed with and for local people.

Agents who know about the program building process and perceive their role in it are able to interpret this role to the program building committee. And agents can help committee members better understand their own roles.

Those involved should never doubt that the program being planned will be carried out. Program development is not intended to be an academic exercise. Its purpose is to make the most effective use of the limited educational resources available.

Committees' Assignments

Committee members must fully recognize that it is not their function to make plans for the agents to carry out. Likewise, committees should not be expected to carry out plans advanced by agents without involving committee membership.

Rather, committee members must understand that it is their responsibility to: collect and study available facts with the help of agents, consider the agents' interpretation and analysis of facts and trends, identify specific problems, decide on realistic objectives, agree on an appropriate course of action, and follow with educational activities to move toward the objectives.

Mutual understanding results in more realistic planning and coordination of activities and resources necessary to achieve the desired results. Both extension staff members and committee members must agree on the who, what, where, and how of action to be taken so that responsibilities of both encompass the planning, execution, and evaluation phases together with adjustment which must be made as situations change.

There must be an executive committee of the overall program building group to determine program direction and establish priorities. This will coordinate the various phases into a total program that meets the needs of the people as expressed by them and in keeping with the resources available. The total of the plans and activities of unattached, independently operating committees and groups is unlikely to add up to an effective county program.

Supporting the Leaders

It is especially important that committee chairmen understand fully their responsibilities. Agents must keep chairmen oriented and help them become the best informed lay persons in the county on the specific committee area of interest. This requires time, diligence, patience, and skill on the part of the agent. But it is the most effective means of increasing the self-confidence and competence of committee chairmen—especially those inexperienced.

Capable, qualified, and respected committee members merit and receive the support of the public as committee plans are put into action. It is therefore important that study and thought be given to the selection of committee members. Beyond this, committee members must be given training and guidance, meaningful responsibilities, and public recognition for their accomplishments.

The State staff can and should offer training opportunities for key members of the program building committee. This training may be given to lay leaders and agents in joint meetings or separately.

Training should be given agents on an inservice basis to make sure they have the knowledge and competencies necessary to work effectively with lay leaders. Inservice training on the program building and implementation process should be given to all

(See Understanding, page 230)

Proof of the Pudding

by **MURPHY VEILLON**, *County Agent, Vermilion Parish, Louisiana*

THE proof of the pudding is in the eating. This old saying is applicable to the farm and home program in Vermilion Parish (county) in Louisiana.

It is manifest in a resolution set up by the advisory committee which, in essence, says that the "dish" of activities set up by the agents was "gobbled up" by those whose lives would be affected.

This resolution, giving full credit to the main chefs, the agents, is only part of the overall story. It was through coordinated effort that achievement in this program area was possible.

This program was carried out by a group of some 155 leaders, who worked with the extension agents. Among this group were farmers, homemakers, 4-H club members, adult 4-H leaders, police jury members, school board members, representatives from commodity groups, agricultural organizations, and government agencies.

These rural leaders evaluated past accomplishments and offered new recommendations. They represented every geographic area and commodity in the parish. They comprised the group designated as the advisory committee.

Realizing that it would be clumsy for one big committee to act on all segments of the program, the agent set up a system of subcommittees. Thus, each aspect of the program was discussed by a subcommittee.

Subcommittee Operations

At subcommittee meetings, charts, slides, pictures, specimens, and mimeographed material were used to present the situations in the respective areas. An agenda was set up and followed so that the discussion was kept within the committee boundaries. The members of each subcommittee selected a chairman.

But the subcommittees did not have to go it alone. Subject matter specialists were called in for group discussions and contributed to the formation of programs. These specialists assisted with related outlook information and answered technical questions in view of their broad experiences.

Further help was provided by Louisiana State University research people and district extension agents. They participated in program projection meetings, reviewing research and answering technical questions on various phases of farming, 4-H club work, and home economics.

Discussions at these subcommittee meetings were generally lively. Problems and objectives or recommendations were drafted and revised. After adoption by these groups, they were presented to the overall advisory committee. This large committee met after all commodity groups had discussed their problems and objectives and the parish program was consummated.

Subcommittees compose the backbone of the program development and program building. As a result of good subcommittee participation in agriculture, with the help of the extension rice specialist and the cooperation of the experiment station additional research was carried on in Vermilion Parish. This research was conducted on methods of rice planting, rice variety resistance to diseases, and use of chemicals to control blackbirds in rice.

Separation of Duties

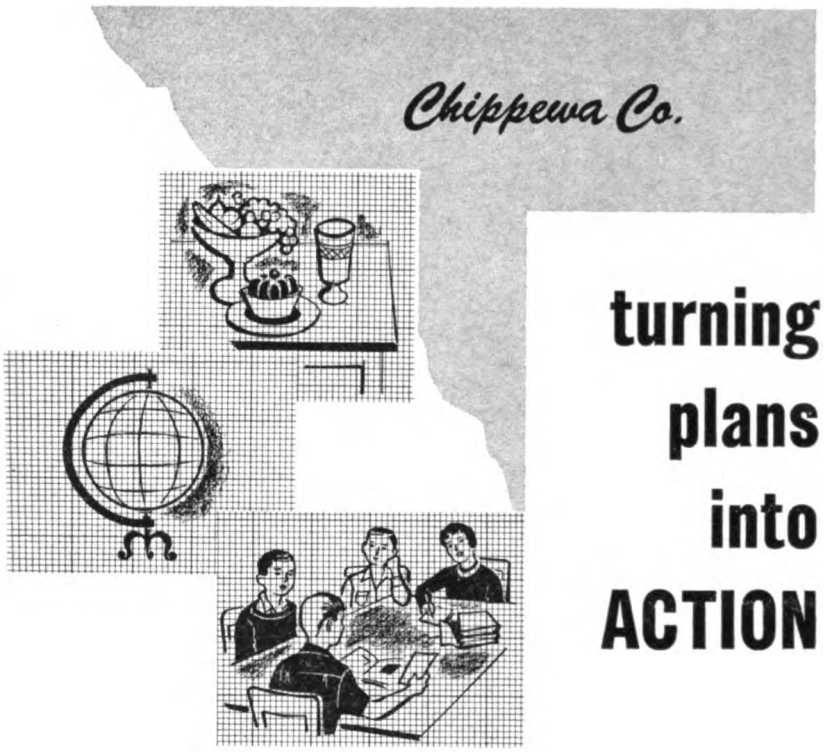
The machinery of operation went something like this. Rural farm leaders, invited to meetings through individual letters, were reminded by telephone and farm visits when practical. Meetings were normally announced with advance and followup stories over the local radio and in the newspaper.

Although the parish extension chairman is primarily responsible for developing a well-balanced agricultural extension service program, each agent assumes certain responsibilities.

Generally, the home economics committee work is delegated to the home demonstration agent and the assistant home agent. The 4-H club subcommittee is delegated to the two agents doing 4-H club work, while the agricultural subcommittee work of the extension program is the responsibility of the men agents doing adult agricultural work. Each extension agent assumes the responsibility for organizing the subcom-

(See Program Proof, page 228)

The 4-H subcommittee (comprised of representatives of the school board; police jury; and 4-H adult leaders, parents, and club members) discuss the Vermilion Parish 4-H situation.



turning plans into ACTION

by EUGENE F. PILGRAM, *Chippewa County Agent, Minnesota*

LONG-RANGE planning has been an effective blueprint for extension action in Chippewa County.

We may have had some reservations about such planning at the start. But after 2 years of turning planning into action, we are convinced that long-range planning is one of the best approaches we have ever attempted.

Joining Forces

The county extension committee was the guiding force. Study and recommendations committees, made up of rural and urban volunteers, helped.

Agents sat down with these local people for a careful look at past and present situations in farming and homemaking. Together, they projected trends, stated problems, and listed recommendations. About a year after the start of long-range planning a final report was presented to the people of Chippewa County.

Six program areas were selected for study. They were crops and soils, livestock production and consumption, growth and education, family living, farm and home organization and management, and community development and public affairs.

An important outcome from this intensified planning was that we involved more than 80 community leaders in the planning. They became familiar with the county situation, our programs, and our possibilities. Each year's program is guided by reference to the recommendations of the long-range planning study.

The planners had to deal with many changes and problems. Crop yields were below par on many farms. Dairying showed a decline in numbers and labor return. And while beef appeared well-adapted to the area, many farmers lacked cattle feeding experience. Hog producers weren't getting enough little pigs per sow and were raising too few meat type hogs.

Drainage was not coordinated; flood and water problems were common. Water and sewage systems were needed on several farms.

Homemakers were raising questions about remodeling as compared to building new houses. New equipment, food, and fabrics left many homemakers in need of information.

Only about one-third of the farm youth would find a place in agriculture on the home farms. Youth were not being told about locations and opportunities in positions related to agriculture. Farm organization and management assistance was listed as an opportunity for extension to help young families in fitting together a successful farm business.

In the field of community and public affairs, the committees felt a general lack of interest and knowledge existed concerning taxes, trade.

Implementing the long-range recommendations has meant yearly planning and budgeting. Some items obviously needed priority. For example, sewing instruction for new and inexperienced homemakers came before pattern alterations. Organizing project leaders preceded an intensive training program for them.

A sound watershed steering committee was formed one year. Agents worked with this committee the second year on general information meetings and tours.

Much of the extension work is given repeated attention each year through newspapers, radio, demonstration plots, and meetings.

Solutions Tried

To be specific, here are some examples of long-range planning problems and how they were approached during the first 2 years.

Low labor returns in dairying. A dairy herd improvement association, involving 25 herds on test, was organized by extension agents the first year.

Farm and home planning needs. In 2 years, 42 young farm families have organized in eight groups and have undergone intensive group training. All agents have worked with these farm couples on an individual farm and home management basis.

Soil and water conservation. The area soils agent, in cooperation with county extension personnel, reorganized a watershed steering committee. As a result of cooperation with this group, a conservation and flood prevention program is being planned for about one-fourth of the county.

Youth programs. Vocational guidance has been discussed by the as-

(See Into Action, page 222)

People Launch the Program

by WILLIAM E. URASH, *Erie County Agent, Pennsylvania*

It takes know-how to get people to help themselves. But when extension workers do it, we are providing good educational experiences for people. And it brings about desirable changes.

This is the way the Erie County staff attempts to operate. We try to be aggressive enough to stimulate many happenings, but not inhibit the development of leadership.

Our approach is organized problem-solving. We try to involve as many people as practical and possible. Such involvement is necessary for accuracy and program efficiency.

Planning Procedures

In planning, it is important to involve all those having an interest in a certain problem area. We find it possible to develop a more active and far-reaching project if a number of persons, organizations, or groups participate in problem determination and planning.

Problems that lie within the realm of a single interest group or organization are easier to deal with. Our role as a catalyst can be more quickly fulfilled. This may include serving in a resource and advisory capacity, stimulating enthusiasm, or assisting in coordinating resources.

Bringing together nonorganized people or several different organizations is more complex. They often need more motivation before they are willing to consolidate their efforts in problem determination and planning. However, if one feels that all are participating on an equal level, they are usually willing to put their shoulder to the wheel. They also will accept leadership that rises from their midst.

A few years ago, it was our belief that extension should play a dominant role in the coordination of all happenings that fell within extension program areas. We felt this was necessary to know what was going on. We now feel that this attitude limits the extension program. It is also much easier to keep abreast of things if you are not suspected of trying to control them.

Involving many people in carrying out a project or program provides more educational experiences for more people. It increases the problems for those responsible for coordination, but this too provides more and better educational experiences.

One of our biggest problems in carrying out the program is that of evaluation.

We encourage everyone who may be involved in a program to contribute to an evaluation. We continually experiment with different ways of evaluating to improve our techniques.

Although we usually follow these preceding steps, we are seldom conscious of it. It seems natural to do things this way.

Public Relations Picture

One illustration of our methods deals with agriculture's public relations in Erie County.

The city of Erie and its immediate vicinity are highly industrialized. Agriculture is an important industry, but has not been understood nor appreciated by the larger, nonfarm population. This situation has been recognized by agricultural people, but little more than gestures toward improving the situation have been attempted.

An analysis of the public relations status indicated that previous activities, including farm-city meetings and banquets, were not adequate. Public relations needed higher priority.

Once this was given, it became easier to recognize opportunities and plan programs for overcoming the problem.

Early in 1960 the Greater Erie Chamber of Commerce approached the extension staff with the thought of conducting a roundup of our 4-H program in connection with an industrial fair. This was to be held in an amusement park near Erie.

This idea was quickly converted into a counter proposal to conduct a fair featuring each segment of the economy of the county, one being agriculture. 4-H was to be a part.

This proposal was accepted by the chamber of commerce and by seven major farm commodity organizations. The event was titled, The Town and Country Fair.

Exhibit Aims

Agricultural interests decided that to achieve better public relations their participation could not be limited to farm commodity displays. Instead, a direct effort should be made to impress the public with the importance of agriculture and to improve the prestige of the farmers. Special committees within each commodity group were assigned to develop an exhibit to emphasize the importance of that commodity and improve public impression of the farmer producing it.

In addition, plans were made to develop displays depicting agriculture—in the local economy, career opportunities, and its scientific aspects.

Extension staff members helped the participating agricultural groups in developing and coordinating ideas. One was also responsible for coordinating all of extension's efforts in the program. This included working with the overall chairman, the chamber of commerce, and chairmen of the individual commodity groups.

The final result was a well-coordinated agricultural exhibit. Advance publicity encouraged attendance.

Nonagricultural people, including many urban civic leaders, voiced praise of the capabilities of agricultural people and indicated a newly discovered respect for the industry.

This type of project and continuing program has been and will be a "natural" for extension in our efforts to bring about desirable changes and provide people with educational experiences.

training the REAL LEADERS

by K. ROBERT KERN, *Assistant Editor, Iowa*

EXTENSION workers generally believe in the practice and the philosophy of leader training. But in carrying it out, the problem is often getting in touch with the real leaders, rather than in the training.

Extension veterinarians in Iowa think they have both the practice and the philosophy working. Dr. John B. Herrick, Dr. M. L. Spear, and Dr. C. D. Lee cite their work with the practicing veterinarians of Iowa.

"These men," says Dr. Herrick, "are the real leaders of livestock disease control in their communities. Each day each veterinarian contacts more livestock producers than any other person in the community. When the veterinarians are involved in educational programs—and they have been involved through efforts of extension veterinarians—the goals of Cooperative Extension Service are being served well."

Livestock disease control is important in Iowa. This is a leading livestock-producing State, as shown in 1960 figures: over 6 million cattle, 12½ million hogs, 1⅔ million sheep, 28¼ million chickens, ½ million turkeys, and 77,000 horses. This animal population commands the time of 1,200 veterinarians, with 900 of them practitioners.

Brushup Courses

Iowa extension has served veterinarians in the State for many years. The pattern for the leader training approach was begun in 1947, when Dr. Herrick organized a refresher course for veterinarians in reproduction in cattle and artificial insemination. The course was conducted, on request, for 11 of the State's 12 district veterinary associations.

Subsequent refresher courses were taken to all districts, including one on poultry and one on swine diseases and management. In 1960 a fourth refresher course dealt with cattle and sheep diseases.

The courses are organized as a series of six sessions, held at weekly intervals. Each session begins in the afternoon and closes at 9 p.m. Veterinarians meet at the place of their regular district association meetings.

Average attendance for the refresher course meetings is 41 veterinarians. That, multiplied by 12 districts, includes more than half of the practicing veterinarians of the State participating.

Extension veterinarians bear the major responsibility for planning and conducting the courses, calling on staff members of the College of Veterinary Medicine for assistance in some sessions. Visual aids, demonstrations, and manuals are used in all the courses.

Dividends Resulting

The Iowa extension veterinarians see at least two major benefits growing out of this work. First, practicing veterinarians are helped to keep up-to-date with new developments in diagnosing and treating livestock. Secondly, the setting has been established in which veterinarians and extension staffs can and do work together in educational efforts on animal disease control.

A further dividend from these efforts is their help in developing other educational programs. Courses on nutrition, management, and economics (which interest veterinarians along with livestock producers) are now in progress. In these courses, extension veterinarians team with other specialists in a problem-approach, rather than a departmental subject matter approach.

Refresher courses are one of the keys in the leader training efforts with practicing veterinarians. But they are not the whole story.

Extension veterinarians assist in the field with problems of diagnosis, and they act as liaison between the university diagnostic laboratory and field problems. At the same time they take leadership in the State on development of programs for brucellosis and mastitis control, specific pathogen-free hog production, and testing programs for turkey and chicken diseases. They also develop information meetings on other diseases and disease control measures.

County extension directors in Iowa now have closer working relation-

(See Real Leaders, page 226)

Trial Program Takes Hold

by GILBERT N. RHODES, *Agronomist*, and MRS. ROSSLYN B. WILSON, *Assistant Editor, Tennessee*

In recent years, extension has been making a more conscious effort to gear specific program action to county problems and needs. An example of this type of planning in Tennessee is our Efficient Crop Production Program.

This program is sort of a trial effort to see how the efficient production phase of extension work, as set out in the Scope Report, can be put into action as one of the foundation-blocks of the total county extension program.

In spite of extension's continuing emphasis on efficient production, crop yields in Tennessee are still low. Average yields of 28 bushels of corn per acre, 425 lbs. of cotton, 16 bushels of wheat and soybeans, made during 1952-57, just weren't the production needed for efficient and profitable agriculture.

Tennessee's agronomy department, with the help of the National Plant Food Institute, started developing an intensive program of crop production. This program is based on using lime and fertilizer according to soil test recommendations, plus all other recommended production practices.

Other extension departments were brought in on the planning. Five objectives were spelled out. They were: to increase income, to put research results into action, to show that soil test recommendations are sound, to get people more conscious of the value of fertilizer and lime properly used, and to get farmers to adopt other recommended practices.

Procedure Offered

A five-phase program was suggested for counties to follow. This included a demonstration phase to show results of soil test use on all major crops, a soil test promotion phase based on demonstration results, a trial acre phase to encourage use of soil test recommendations, a total feed production phase with livestock utilization, and a complete farm management approach to farm production.

One county in each of the extension districts agreed to try out this approach: Lawrence, Monroe, Greene, Overton, and Gibson. Work got under way early in 1959.

The Lawrence County program is typical of the action in all counties.

Enlisting Interest

Lawrence agents first discussed the program with their agricultural committee. They went into detail about the current county situation on crop yields, possibilities for increased per-acre yields and income, the details of the proposed program, and its objectives. The committee gave the go-ahead sign with enthusiasm.

Agents then explained the program to civic and organized community clubs. Here again, the approach was to point out present income from specific crops, and the potential income if soil test recommendations were followed. The agents used a set of colored slides which illustrated the situation and the potential of each crop.

Fertilizer dealers in the county were contacted, and the program explained to them. Their support was immediately forthcoming.

All the talk in the world won't make the impression that one demonstration will. So the agents and community clubs selected farmers in each neighborhood to carry out demonstrations of the results of soil test recommendation use. Forty-two farmers agreed to set up such demonstrations. Cotton, corn, pasture, sudan-grass, grain sorghum, and soybeans were the crops.

About this time, the local newspaper editor, agents, and other local leaders selected a slogan for the program and planned a special newspaper edition. Greater Yields Per Acre was the slogan, shortened to GYPA. A symbol, designed by a local artist, appeared in the newspaper, on automobile stickers, and in business windows.

This got the program under way. In September, a special soil fertility exhibit was put on at the local fair. Following this, agents were kept busy supervising harvest of the demonstrations.

Gaining Momentum

These demonstrations gave the agents ammunition for the next phases of the program. Corn demonstrations averaged 78 bushels per acre for plots where recommended practices were used—an increase of 29 bushels per acre over the farmer's usual treatment. The increase was 46 bushels over plots where no fertilizer has been used. Cotton increase was 197 lbs. lint over the farmer's usual fertilization. Other crops showed similar response.

The newspaper used these results along with pictures and agent comments. The agents' weekly radio program brought out the results of fertilization according to soil test recommendations.

During January and February, the agents met with 11 community clubs, four other farm groups, and five civic clubs to bring to them information on the demonstration results and to promote soil testing before crop planting time. They enlisted the home demonstration club council's support and action in the soil testing phase to write to home demonstration members about the importance of the work. A demonstration on soil testing was given to 30 4-H clubs.

Soil sample collection stations were set up throughout the county during February to encourage soil testing. Radio and newspaper publicity was given this particular work.

The county judge proclaimed March 7-13 as Soil Test Week. And that week, the second special newspaper edition was published. Advertisements promoting the program followed for a period of 4 weeks. Radio spots and commercial announcements concentrated on the program.

(See Trial Program, page 226)

Achieving Human-Technical Balance

by JOSEPH T. PAULSON, *Watershed Flood-Control Specialist, South Dakota*

THE human side of a watershed program affects farm income, family life, and education. Success or failure of the project is determined by the technical phase. The trick is to balance them.

No one person can fully balance these essentials. Extension agents can emphasize the human side, making clear the State water laws and requirements while the Soil Conservation Service is in charge of the technical phase.

Need for Programs

A watershed program is a soil and water management program. This means that the soil is stabilized by conservation practices so the rich topsoil will not be lost through erosion. It also means improving the richness and organic content of most cropland soils. Rich and well granulated soil absorbs rainfall like a sponge whereas eroded and mismanaged soil sheds or rejects the rain almost as fast as it falls.

The reason for improving soil and water management is understood when we know that one-fourth of our population today is troubled with water shortage, poor water, or both. Over 1,100 cities and towns have to restrict the use of water sometime during the year. Water supply has an important bearing on agricultural production, the development of cities and towns, and the location and development of industries.

Water shortage is one of our big problems. The soil is the largest storehouse for water we have. Soil, managed the watershed way, captures the rain for later use. Mismanaged soil rejects and hurries the water onto the flooded areas, carrying topsoil and silt along to clog the streams and river channels below.

In 1957 the Marshall County Soil Conservation District supervisors helped finance a trip to observe construction work in the Tongue River Watershed in North Dakota. The supervisors hoped to educate leading farmers and ranchers in the essentials of watershed improvement.

The county agent helped organize the tours and included the local soil conservationist, the Agricultural Stabilization and Conservation office manager, and the Farmers Home Administration county supervisor.

All the farmers and ranchers who observed the Tongue River project became interested in watershed improvement and flood prevention. Watershed improvement, soil conservation, and flood prevention became important parts of Marshall County conservation. The Wild Rice Watershed was soon on its way.

Educational Coverage

To launch an educational program for small watershed improvement, local people must be told the purpose of the program. Local people should learn the part they have to play in the program and what it will do for them. They also need to know the part the Federal and State governments play in the program.

Local people should realize their benefits and their obligations in watershed improvement because it is their program. It is their program with Federal help, not a Federal program with local help. It should also be understood that the local people must adopt a plan of improvement that is sound from a standpoint of soil and water management, soil conservation, engineering, and wildlife development.

To give you an idea of procedure that has worked well in South Dakota, we will explain the educational program adopted in the Wild Rice Watershed. The Wild Rice has 75,000 acres in Marshall County, S. Dak., and at least 25,000 acres in Sargent County, N. Dak.

The Marshall County agent put the story before leading farmers and ranchers on the South Dakota side of the watershed. Most of these men had visited the North Dakota project and had firsthand information.

(See Balancing Phases, page 226)

Extension, SCS, contractors, and landowners are represented in this group at the site of the first flood prevention dam built in the Wild Rice Watershed.

Map Out Program Action

by ARLIE A. PIERSON, *Plymouth County Extension Director, Iowa*

LONGTIME program planning, whether you call it program projection or something else, has turned the eyes of extension workers toward the concept of balanced programs. And the reality of the balanced program has called for balanced program action.

The response to this need in Plymouth County has included two main points of emphasis: more complete and careful development of our annual plan of work: development and practice of teamwork in carrying out that plan.

Flexible Guide

The Plymouth County plan of work is the "road map" or the method that gives a balanced core program and which structures our main efforts for the year. This way we know we're following the dictates of the longtime needs. Yet, the plan, as it must, has flexibility so we can meet the unexpected quickly.

On August 5 this year hail severely damaged crops on 1,000 Plymouth County farms. On August 6 news releases were on their way to radio stations, television stations, and newspapers which serve the county.

A Plymouth County committee developed a plan for improved marketing of 4-H livestock projects.

Within a few days we were meeting in the hail area to discuss the effects of damage, ways of salvaging feed, and so on.

Here, as in most counties, program projection has brought pressure to shift from the technical prescription service to the fundamental job of providing adult education on agricultural, home economics, and related subjects. We believe that we can justify our time only on service which provides education and information to the people of the county. Sometimes we have to turn down tasks that do not fit this definition.

Emphasis in our program is shifting. Almost all of the material presented in our group meetings relates to one of our four areas of major program emphasis: farm and home management, farm policy, soil and water conservation, and youth development. We encourage people to call or come to our office for information and consultation.

Because of increased office contacts, we make fewer farm visits. But we also have more time and energy for planning and preparation of educational activities that have priority in our plan of work.

Shared Responsibilities

We believe teamwork to be a keynote in our program action. Teamwork is important at three stages: within the county staff, with persons involved in specific problems, and among professional agency workers.

Our definition of teamwork within the county staff means that all members are involved in preparing our plan of work. And we coordinate our activities throughout the year.

A cornerstone of staff teamwork is our weekly office conference. This includes a review of the past week's activities and the activities coming up in the next 4 weeks. We find out what is going on, and we can combine efforts and avoid overlapping. Obviously, we do not all work on all projects. But through teamwork we each contribute to the total effectiveness of a certain activity.

Take visits in the Farm and Home Development program, for example. The visiting team is the county extension director and the home economist. The home economist discusses a certain phase with the young farmer and his wife—such as family goals and home management decisions. The extension director may deal with questions on the farm business, or agricultural outlook.

At the time of farm and home record analysis, though, the county extension assistant and the district economist join the team.

Teamwork within the staff also covers broad planning of program activities. We all participate, for example, in the plans for family living and 4-H. At various stages each of us may take some role in the leader training, workshops, individual contacts, home visits, or mass media efforts that support the programs.

Work with Leaders

Teamwork with leaders and others is important in many of the programs we carry out in Plymouth County—as it is in most counties across the country. And teamwork pays off in another way. It's often a fruitful approach to logical, acceptable solutions to program problems. Here's an example:

A number of folks were interested in a better way to market 4-H livestock projects following the county fair. A group of businessmen, fair board members, and 4-H leaders was named to tackle this problem. The group came up with a proposal, which was tried in 1959 with baby beef projects. The proposal pleased our local businessmen, 4-H leaders, and members. In 1960 it was broadened to include market sheep and swine.

This direct answer to a problem is a dividend from getting teamwork into extension programing.

An organization of professional agriculture workers helps provide teamwork of another kind in Plymouth County. This group includes extension personnel, SCS work unit con-

(See Mapping Action, page 228)

Opening the Doors of Opportunity

by E. C. WALLACE, *Associate Chesterfield County Agent for Rural Development, South Carolina*

Organized rural communities were the main vehicle for taking the Rural Development program back to the farms.

PEOPLE in underdeveloped areas of South Carolina's Chesterfield County are finding the doors of opportunity opening wider.

Everywhere you go you'll hear the words "progress," "development," and "education." People in all walks of life are conscious of going places. Progress has become an epidemic.

What created this community climate? If you had been in the county since this movement started 5 years ago, you'd agree that it has been "RD."

Rural Development started here in the fall of 1956. Let's see, from the ground up, some accomplishments and the organization that started the movement.

Countywide Organization

Our first move was to call an organizational meeting. Farmers; businessmen; agricultural agencies; Department of Health, Education, and Welfare; and members of the County Development Board were invited. This group selected one member from each of the nine townships in the county to serve as a Rural Development Committee. Their job was to guide the countywide program.

A major aim of RD was to raise the standard of living of every family in the community. This could only be done, in most cases, by increasing family income.

We made a two-pronged attack on this problem. First, we started better planning and management of the existing program on individual farms; second, we started some new enterprise on the farm.

After studying the agricultural potential in the county, the rural development steering committee decided to promote poultry, swine, and truck crops. The group gathered information on production, financing, and marketing. They made field trips to areas where the crops were being grown successfully.

We then called on the communities, neighborhoods, civic clubs, and churches. We wanted the cooperation of all organized groups. We found out that they too wanted to help.

The next 4 years can be summed up in one word—work. Luncheon meetings, supper meetings—an almost around-the-clock schedule! Believe me, though, it was fun—the kind of fun you have in working with people who want to be part of the program.

Agricultural Process

When the Rural Development Program started, there were approximately 8,000 laying hens in the county. Through RD this industry expanded to 122,000 layers, creating 86 additional jobs.

Two feed mills were constructed to grind and custom-mix home-grown grain. These mills provided an outlet for surplus grain. Due to the poultry expansion, producers in Chesterfield and adjoining counties formed a marketing federation known as the Carolina Cooperative Egg Federation.

By 1960 there were eight organized communities in the county. One, recognizing the need for additional cotton storage facilities, converted the auditorium of their old school building into a State bonded cotton warehouse. Over 900 bales were stored in the warehouse, and this project showed a profit of over $2,000.

Last year several farmers in one community started raising cucumbers under contract to a pickling company. Records kept by four farmers showed a net profit of $123 per acre. This year 30 farmers filed contracts to grow 130 acres of cucumbers.

An example of agency cooperation is the Agricultural Stabilization and Conservation Committee's special practice of establishing up to 5 acres of pasture. This is applicable on farms with less than 5 acres of permanent pasture. The payment rate was increased from approximately 50 percent to 80 percent. This special practice was encouraged to provide means for grazing for a family cow, raising home-produced meat, and land conservation. Agricultural agencies provided technical assistance, including farm visits.

Industrial Growth

The Farmers Home Administration has made operating and farm ownership loans available to farmers in Rural Development counties who have full-time jobs off the farm. Industrial development in Chesterfield County offers a possible solution for the small farmer and also to keep young rural men and women from leaving. Since many farm families are working in industry and farming part-time, the FHA practice has proved helpful.

The Chesterfield County Industrial Development Board, of which exten-

(See Open Doors, page 228)

Farm Tour Goes to Town

by HUGH M. CULBERTSON, *Information Specialist,* WILLIAM J. KIMBALL, *Program Leader in Resource Development,* and RICHARD C. LOTT, *County Extension Agent, Program Consultant, Huron County, Michigan*

MICHIGAN has found that the demonstration plot—an old farm standby—has a place in town.

Seaman A. Knapp, extension pioneer, explained the success of farm demonstration plots this way:

"What a man hears, he may doubt,

"What he sees, he may possibly doubt,

"What he does himself, he cannot doubt."

Today's extension programs often reach beyond the line fence. For example, a new six-State pilot project sponsored by the Cooperative Extension Service and the Fund for Adult Education seeks to "focus attention on public affairs and community development."

In such efforts, extension doesn't stop with informing people. It seeks a change in attitude toward or outlook on an issue. And communication experts agree that personal contact can be valuable in these cases.

Huron is one of Michigan's two pilot counties in the FAE-CES project. Located 100 miles north of Detroit, it's been called the State's most rural county.

However, urban influences are anxious to get in. Factories in Detroit, Lansing, Flint, and other large cities want to build upstate.

These factories can provide jobs for small-town residents and part-time farmers. But they are reluctant to move into an area without adequate sewer and water facilities, police and fire protection, and zoning and building codes. Such developments require plenty of local initiative.

Tour visitors examine automobile floor mats made by one of Cass City's new industries.

Operation Bootstrap

R. C. "Cap" Lott, Huron County program consultant for the FAE-CES project, looked for a "plot" to show what local support can accomplish. He selected Cass City, a rural community of 1,800 people, four miles south of the Huron County line.

In 1953, Cass City lost its one industry—a milk condensory. The loss put 75 men and women out of work.

Business and community leaders organized an industrial development corporation to solicit industry.

The corporation raised $12,000 from citizens who had faith in their town. Then it bought some land plus a building shell. Water and sewer mains were extended to the new industrial area.

Next came a survey of resources. The development corporation published the results in a brochure on Cass City's industrial advantages.

Finally, a planning consultant was engaged to prepare a master program with zoning and a land use plan.

The community now has three factories, and a fourth is under construction. The industries employ about 420 people.

Visit Cass City today and you'll see new homes, school buildings, a 50-bed hospital, a community park with swimming pool and recreation facilities, municipal water and sewer expansion, and new commercial developments.

The factories indirectly brought such things as better dental and medical care and more retail business and services.

Tour Arranged

The first step in arranging a tour was to contact Cass City's industrial promotion leaders.

Clifford Croft and Herbert Ludlow, members of the development corporation, told "Cap" they would gladly help organize a tour showing what their community had done.

Local utility people with community development interests also offered their cooperation and support.

"Cap" and the county extension staff appointed tour committees from Huron and Tuscola Counties. The committees arranged the program, transportation, a meeting place, refreshments, and other details.

At 7 p.m., June 13, 1960, 110 people from Huron County met at the Cass City High School.

First came a tour of three industrial plants. The visitors saw how each plant worked and what it produced. Plant executives held conducted tours, answered questions, and explained why they chose Cass City.

After the tour, the visitors reassembled at the high school for a panel discussion on Cass City's community development program. The panelists came up with this list of important factors that industry looks for:

- Land sites at a reasonable price.
- Sewer and water facilities.
- Zoning and land use.
- Schools.
- Truck and rail facilities.
- Doctors and hospitals.
- Recreational facilities, especially for the young.

The visitors saw what can happen when service clubs, business leaders, municipal officials, and all citizens work together in long-term planning for community development.

Ward Hodge, a school principal at the town of Kinde, summed up:

"The tour provided Huron County people a good chance to observe the excellent community planning in Cass City. I had never realized the town had so much industrial activity."

Your Greatest Asset

by GEORGE R. HERBST, *County Agricultural Agent,* and MRS. MARTHA L. STAMPER, *Home Demonstration Agent, Owen County, Kentucky*

Lack of recreation for county youth inspired the extension council to secure permission for and set up a beach on a local lake.

EFFECTIVE civic-minded leaders are the greatest asset county extension agents have in launching and carrying out an extension program.

Every county has potential leaders. The problem is to create an atmosphere where this leadership can be brought together to share ideas and start action on worthwhile projects.

We try to pool our leadership resources in the county extension council. This organization consists of representatives from farm commodity committees, homemaker clubs, 4-H council, Farm Bureau, civic clubs, board of education, fiscal court, and other agricultural agencies.

Pointing Out Problems

The extension council itself is organized into subcommittees with each council member on at least one. The subcommittees are: community development, education, youth, soils and crops, livestock, alternative source of income—agricultural, alternative source of income—industrial, and home management.

Three years ago the council developed a longtime program for the county based on the problems confronting people in the areas named above. In developing the longtime program, the council called in various persons as "resource persons" to furnish factual information about the county. This longtime program is a guide for the agents when working with the various committees in planning and carrying out the annual program.

By this process of planning, the county extension council has been instrumental in forming a community water system serving about 250 rural families. The need for an adequate supply of running water was brought out in the planning meetings, and action was taken to make this a reality.

As a followup on the value and use of running water, the council held a water clinic in cooperation with seven local dealers and two electric utility companies. The clinic informed people how to properly install and use running water.

To boost the recreational program for youth, improvement of recreational facilities was included in the council's plans. Through the work of the council and other interested groups, a swimming beach was created on a county lake, a recreation room in the City Hall was made available to young people, and a skating rink was opened during the winter months.

Farming Advances

The livestock subcommittee worked closely with the Livestock Improvement Association in petitioning the county for the Area Brucellosis Program. They also lead organization of the county for testing.

They also recognized that dairying was the largest source of income from livestock in the county and that it was growing rapidly. To encourage efficient production, both the DHIA and WADAM programs were started. A local cheese factory has supported the council in starting these two programs.

As an alternative source of income, several farmers went into commercial egg production. Because of encouragement from the council, an egg grading and packaging station was set up to provide a market for local producers. Now, there are about 50,000 layers in commercial flocks.

Homemaker clubs, through a citizenship program, sold markers to improve the appearance of rural mail boxes and to help identify farm families.

Additional Contributions

In addition to these projects, the county extension council had a part in: an art exhibit at the county fair; street numbers for houses in town; more telephone service; Boy Scouts, Girl Scouts, and Cub Scouts reactivated; 4-H leadership increased; artificial dairy cow breeding increased; one of the largest dairy shows in the State developed; and a longtime program set up for homemaker clubs.

The extension council couldn't accomplish all this singlehandedly. The improvements were made by forming an organization where effective leadership could be welded together and headed in the right direction. Through the county extension council, many of our leaders' ideas have been put into action for the betterment of the people in the county.

Team Up with County People

by J. R. CHAVEZ, *Santa Fe County Extension Agent, New Mexico*

PUTTING our heads together at a staff meeting twice a month is only the start in carrying out a well-balanced extension program in Santa Fe County.

The sometimes all-day sessions are well worth the time, as they serve to evaluate and tie in the individual efforts of the county agent, associate or 4-H club agent, home demonstration agent, assistant home agent, a part-time Rural Development agent and his secretary, as well as the office secretary. We feel like the board of directors of a branch of a large corporation and hold our meetings in much the same manner.

Local Organization

Our program is developed at the community level through program planning meetings held annually in 17 communities. Getting the largest possible number of people in each area to attend is important. Projects of vital interest to the particular community, such as improving or securing new roads or better recreational facilities, are incentives. Enthusiasm in this direction is the next step to getting a responsive group of individuals to discuss other problems and desired goals for their locality.

To establish local leadership and responsibility, as well as to assure orderly discussion and recommendations, a chairman, vice chairman, and secretary are elected. In addition, a delegate and alternate are selected to represent the community at the county overall planning and projection committee meeting.

In brief, specific problems are given careful consideration and recommendations for their solution are made. These are finally presented at the county level for action. Planning meetings establish the local need involving the people themselves, thereby helping to map out our program of work.

When people become interested in working out their own problems by serving on project committees, this is the most effective tool we have for getting the job accomplished.

To use a simple illustration: Acting on the recommendations for the need to control prairie dogs, a Santa Fe County committee was appointed to take care of the matter. The proper agency was notified (in this case the Fish & Wildlife Service which works through the committee directly with the landowners involved) and prairie dogs were promptly controlled. This eliminated repetitious and time consuming individual contacts.

This, of course, was a simple project. More complex projects, such as land use planning with reference to roads, soil and water conservation, health and nutrition, or youth and recreation involve special appropriations and other agency participation. Such projects require extensive organization over a period of time to realize accomplishment.

Staff Jobs

We have not eliminated individual contacts. On the contrary, since leaders are the basis of progressive extension programs, their interest must be personally appreciated and encouraged. Also, through individual contacts new or future leaders are discovered.

Following sound planning procedure, development of active leadership, and clearly established projection, research is the basic resource from which we draw.

Our educational methods have to be tailored to the specific jobs to be done, keeping in mind the trend toward smaller, more specialized audiences. This requires greater and selective use of specialists, direct mail and timely information through the press, radio, and service clubs. Teaching aids through such media must be constantly evaluated to make sure they are applicable to the specific need.

Also closely related in our work is the guidance in obtaining special assistance from other agencies and organizations and in providing adequate material to the clubs and groups that are part of the extension family.

INTO ACTION

(From page 213)

sistant agent at 4-H club meetings. Two 4-H leader meetings have been devoted to this topic. A college dean and a home economics school head have been speakers. These meetings, along with advanced 4-H activities such as the 5-calf feeding projects and ton-litter pig projects, have aided in filling requests for help to older 4-H members.

Nutrition. A program on healthful desserts has been organized as one of the first home program lessons tied to long-range recommendations.

Civil Defense. In cooperation with the local civil defense director, the home agent has conducted meetings for more than 800 women on civil defense and preparedness in the home.

Public affairs understanding. This problem has been attacked by a series of forums, involving two or three counties, on world trade, marketing, and factors affecting prices. A series of meetings, newspaper and radio publicity, and a publication, Know Your County Government, answered a need for information on taxes, roads, and county welfare.

Farm operation problems. Intensified farm visits, using specialists on topics like farm building, feedlot layout, and housing, have been made during the past 2 years.

These examples of activities by Chippewa County extension agents begin with needs and requests from county people. The program has made yearly planning very simple; we merely select from the long-range planning recommendations. Adding new ones, dropping those completed, and continuing emphasis on others are processes that never seem to end.

Rules of Thumb for PROGRAM ACTION

by FREDERICK A. KUNZ, *former Human Relations and Child Development Specialist, New Hampshire*

ANY program, in extension or elsewhere, may only be considered good if it meets the needs of the people for whom it was intended.

It is one thing to develop such a program, and quite another thing to get it off the ground.

In New Hampshire's recent Family Life Day activity we tried to follow some simple rules-of-thumb in moving the program into action. Once it had been determined that we had an audience with needs that we could reasonably meet through such an extension activity, we began to talk.

We talked with the State leader, home agents, 4-H people. They in turn began to talk to other folk. Some were enthusiastic, some skeptical, and some were discouraging. We talked with people outside of the extension family, people with experience in planning all-day conferences.

We studied printed programs that other groups in family life had prepared, and we read pamphlets on how to do it.

Timed Planning

Often a good program fails to get going because it becomes water-logged with extensive planning. If the wheels are set in motion too early, momentum is apt to decrease.

Therefore, we selected a preplanning or steering committee and announced the date and place of the Family Life Day. Home agents mentioned the date at their meetings and in their newsletters. But the initial action, putting committees into full swing, did not take place until about 2 months before the conference.

That was our first rule of thumb: Don't let the program lose its momentum and kill interest by starting specific action too early.

Committee Cues

Generally speaking, there are two kinds of committees. Those that are prestige-oriented and those that are task-oriented.

The role of the first is to gain support for the project through the presence of important names. This is both legitimate and necessary, but often such members have little time or other contribution to make.

A task-oriented committee, on the other hand, is a working group composed of individuals who can contribute time, ideas, and labor. It is imperative to have working committees with a majority of such persons.

Appointing too many people to committees can bog down a project and dissipate its energies. For our project we involved some well-known persons in related organizations.

We tried to appoint active, alert chairmen. We kept the number of committees at a minimum, and whenever possible let the chairman select his committee members. A minimum of meetings, together with a balance in committee membership, met another rule of thumb.

Remember the Audience

A third rule of thumb important to the success of our project was remembering that the program is for people. We needed to sharpen the theme so it could be understood and be meaningful in their terms. We tried to make it succinct but challenging.

The theme was played up in the agents' newsletters and again in the flier that was mailed to hundreds of homemakers shortly before Family Living Day.

We tried to give the program a change of pace remembering that not all people are interested in the same stage of family development or its problems. Some people like speakers; some like panels; others may prefer socio-drama, group discussion, or exhibits. Four persons with distinct backgrounds and interests in family life were asked to participate in the program.

Not everyone is going to be happy with one program, but such an ideal becomes nearer reality if the program is planned for them.

It was mainly through these rules of thumb that we moved our program, New Dimensions in Family Living, into action. As a result, over 500 women from the State came to the University of New Hampshire to participate in an educational function different from what they had experienced before in extension's program in family life.

Their pleasure with it was evidenced by the comments made at the end of the session, later to agents, and through letters of appreciation. Attendance at the final session did not lag even though there had been ample opportunity for leaving.

The staff feels that one of the best results will be activation of the entire extension program because of the success of moving this activity into action and the interest it created in this area of extension education.

Changing Our Approach

by CLAUDE E. LEWIS, *Webster County Agent, Missouri*

THROUGHOUT the history of extension there have been many changes. These changes include methods of presentation as well as teaching material or subject matter. It's true that we still rely on the demonstration, which is as old as extension itself. But, since the birth of the demonstration, there have been many innovations.

In recent years, for instance, television and radio have become important aids to mass communications. Extension workers are now trained to make better use of newspapers as a teaching media.

Since the release of the Scope Report and guide, most extension workers are taking a rather searching look at their county programs. Even though changes are in order, this will not happen overnight. But if we don't have the courage to make the changes necessary, we're going to lose a considerable part of our audience.

These are some of the problems we face in Webster County.

Attendance at our subject matter meetings has declined during the past few years. We not only have fewer farmers but many of those remaining are part-time operators.

The increasing number of wives who now work away from home creates problems in holding extension clubs together. A combination of these factors has made 4-H leaders scarce.

About 3 years ago, we discussed these problems rather thoroughly with our extension council. Among other things, there was agreement that we should put considerable emphasis on working with young homemakers and young farm couples. The term "young" was applied to those up to and including 35 years of age.

Our State office was also considering expanding our work with this group. Subject matter was being developed for use with schools for young homemakers and young farm couples.

Armed with an outline developed by extension specialists, plus advance preparation, our first venture was a young homemakers class in the fall of 1957. This class on "management in the home" was held in two towns.

Enrollment at both schools was 47, and 41 of each class graduated. Attendance at three of the four class meetings was required for graduation. In 1958, a school on home decorating was held. Thirty-one enrolled and 23 finished. Last year, 25 enrolled and 19 graduated from the school on "you are what you eat."

From this class came the idea for special interest groups. These groups will meet about four times a year, with subject matter to be determined by a committee of these young homemakers. Two such meetings have already been held, one on baking holiday breads and one on salads.

In the spring of 1960, a class in "simplified sewing" was planned. This was a series of seven meetings climaxing with a style show.

All of these meetings have been conducted by Frances Pringle, home agent, with the help of the home economist of the local electric cooperative and a local high school home economics teacher.

Farming Subjects

Encouraged by the success of the young homemaker classes, the first school in farm management for young farm couples was held in early 1959. The title of the series, which included four meetings, was Let's Take a Look at Your Farm Business. Average attendance was 14.

The class of 1960 has just been completed. Average attendance was 22 with a top attendance of 29. This top session was on "cutting the costs that cut the profits." It was interesting to note that the wives attended practically all of the meetings.

Both of the 1960 young couples' schools were conducted by the county staff. Class outlines were developed by farm management specialists and the State 4-H agent assigned to young men and women's work.

Webster County extension workers feel that these schools have been a highlight of our county program. They have been outstanding both in attendance and in results obtained.

It's difficult to determine who gained most—the students or agents.

Webster County Agent Claude Lewis (facing camera, extreme right) makes a point during young couples' school session on "cutting costs that cut profits."

Information Program Builds Good Relations

by JESSIE E. HEATHMAN, *Assistant Editor, Illinois*

Leaders of the Illinois public information program selected chairmen so that each district in the State was represented.

"WHAT we need is a good public relations program. We've been talking about it for years. Why don't we get busy?"

These comments, made by Mrs. Elmer Ekdahl, home bureau member, brought immediate action. The executive board was called into session; the vote was "yes," and the Illinois Home Bureau Federation Public Information Program was born.

Grasping the Idea

The members were aware of the size of their undertaking. The program had to be a continuing one to be effective. It would require careful planning and skillful organization. Finances would be needed.

Nevertheless, they did not hesitate. The Illinois Home Bureau Federation had been organized in 1924 and incorporated in 1932. It had a strong program of work, a net worth of more that $16,000, and more than 47,000 members in good standing. The need for such a program was real and members were confident of its success.

The purpose of the project was clearly defined from the beginning. The program must be designed to inform people in all walks of life of the organization, its purpose, its philosophy, its activities. It must supplement and promote the home economics extension program. It must not duplicate the work of the county home adviser.

Planning and setting up a longtime program to carry out this purpose statewide was neither simple nor easy to accomplish. Members knew that they needed direction and wise counsel. They asked Hugh Muncy, executive vice president of the educational division, Illinois Retail Merchants Association, to take the lead. The author was invited to represent the extension editorial office.

The first step was to establish a line of command and to define channels. A State information chairman and 10 district information chairmen were appointed. Counties were asked to name their chairmen and units were asked to do the same.

All available channels of communication were to be used in implementing the program—radio, television, daily and weekly newspapers, county and State newsletters. The importance of person-to-person communication was emphasized. Local, county, and State meetings were listed as vital channels, and plans were outlined for using them.

Program Direction

By early 1959, the program had been drafted and given direction. At the annual meeting of the federation, members made the information project a part of their program-of-work and budgeted money to finance it for the year. Immediately, a training school for executive board members and district chairmen was scheduled.

An information handbook set forth the purpose and organization of the program. Sections were included on the use of media, the history of the federation, the home economics extension council, the county home adviser, information flow charts. The name and address of every daily and weekly newspaper and every radio and television station in the State were listed by districts.

In 1960 training schools for county chairmen were held in all of the districts, with almost 100 percent attendance. About half of the counties in turn set up training sessions for their unit chairmen. Membership was the theme for the meetings and membership chairmen were invited to attend and work with the information chairmen.

Measuring Success

The plan was far more successful than had been anticipated. It gave membership chairmen an understanding of the project and some idea of the potential of such a program in building membership.

How successful is the program at the end of the 2-year period? Is it worth the time, energy, and money required? Can results be measured?

Ask the questions in almost any county and the answer will be in the affirmative. No member is so optimistic as to say that the program is working perfectly in every area. But, she will tell you that it is well started in more than 50 counties and seems to be "catching on." Some results are evident.

Membership has grown in the counties where the information program is strong. Press, radio, and television coverage has increased. Community interest in the Federation and its

(See Good Relations, page 230)

REAL LEADERS

(From page 215)

ships with their local veterinarians. Discussions in refresher courses and other veterinarian contacts have paved the way for local veterinarians' contributions to educational programs. When large and continuing programs are mounted, such as brucellosis and matitis control, local veterinarians are willing to act as technical resource persons in these educational efforts. Such relationships are fostered and kept active by joint meetings of county extension directors with the veterinarians of their counties.

Iowa's extension veterinarians are sold on the results of their leader training with veterinarians.

In Dr. Herrick's words: "By spending time in technical education of veterinarians, we've encouraged the dissemination of ideas to more livestock producers than could have been done by other methods. A large-animal practitioner may have from 200 to 500 clients. When he takes a hand in diffusing ideas and helps implement an educational program through personal contacts with his clients, the results can't be matched by any other methods we know today."

BALANCING PHASES

(From page 217)

The soil conservationist, the Agricultural Stabilization and Conservation office manager, and the Farmers Home Administration County Supervisor were present. The agent was assisted by the State watershed party leader from the Soil Conservation Service and the extension watershed specialist.

In a roundtable discussion each one asked questions and expressed his opinions on the program. The entire watershed program was discussed but details were omitted. The meeting was intended to determine if the program would be practical.

The farmers and ranchers present were favorably impressed and decided to recommend the program to the people of the watershed. A steering committee of farmers and ranchers, representing the whole watershed, was chosen. This committee included people not present, but representative of certain areas.

A series of three meetings was suggested to give the people a picture of the entire program. It was also suggested that an instruction book be made up covering the topics to be discussed. Reference material was expected to be helpful.

The steering committee members organized educational meetings intended to inform all the people. After planning assistance by the watershed party leader and the specialist, the chairman of the steering committee, assisted by the county agent and the local soil conservationist, conducted the meetings.

This plan has been adopted, with some modification, in other South Dakota watersheds. Local conditions help determine the educational program needed.

Public Discussion

The series of meetings was held in five different locations. The general purpose of watershed improvement was first discussed. Boundaries of the Wild Rice Watershed of both North and South Dakota were shown on a map.

Local people wanted to know what the Federal Government would contribute toward the development and also to learn about their obligations. The last meeting generally was devoted to the reasons for organizing a watershed area as a Watershed District under the South Dakota Watershed Act. The best method of organizing the particular watershed district was discussed and decided on.

It was made clear that the Federal Government's contribution to the watershed is provided for in Public Law 566. The authority for local people to play their part in the program comes from the State Watershed Act. These two acts were analyzed and discussed during the educational meetings.

With accurate knowledge of the program the people were ready to act. The Wild Rice Watershed is now better than 50 percent along in the construction stage.

The general educational methods used successfully in the Wild Rice Watershed may serve as an educational guide for use in other watersheds.

TRIAL PROGRAM

(From page 216)

The 4-H Honor Club took soil samples for farmers as one of its projects. More than twice the number of soil samples were taken the first 6 months of this year than in all of 1959.

Involvement of people is one secret of success of the program, Lawrence agents feel. The home demonstration clubs, 4-H clubs, community organizations, civic clubs, business firms, and agricultural agencies are all involved in some action phase.

The program, its objectives, its possibilities, and its results, have been brought before the public in dramatic ways and on a continuing basis.

"It has brought to focus the problems we have and the enormous potential of agriculture in Lawrence County," says County Agent Ralph Ring. The staff has seen this concentrated soil building program as a take-off point for reaching an ever greater number of farm families with a total farm-home program based on fertile soils.

Implications Seen

Agents and specialists see this program as a step-by-step educational procedure based on extension's experience with the way people learn. their involvement in planning and taking action, and the use of as many information channels as possible to reach as many people as possible. Many agents have developed the know-how for different aspects of such work. This program is an attempt to concentrate all this know-how on a basic step in agricultural progress.

This year, six additional counties started the soil fertility program. Five of these are Rural Development counties, which see possibilities for speeding up their county programs. Agents in other counties are taking a close look at its progress, and many of them are adapting some of the procedures.

This, of course, is the value of guinea-pig trial of new things by a few counties. We see this as opening the door to similar use of the procedures in all our Tennessee counties.

Welding Together Youth Programs

by O. DONALD MEADERS, *Assistant Professor, Teacher Education, Upper Peninsula, Michigan*

THE Upper Peninsula Youth Workers Council has been an effective tool for improving communications among youth programs.

Professional youth workers, as members of the council, have become better acquainted with each other's program, shared information about leadership training needs and programs, sponsored a workshop for lay leadership training in recreation, and conducted a series of television programs describing the activities and purposes of the various youth organizations.

Now the group is considering how they can contribute to the development of a districtwide council of all youth-serving agencies and groups, as a followup to the White House Conference on Children and Youth.

The Upper Peninsula Youth Council involves professional youth leaders from key youth groups. Leaders, representing Future Homemakers of America, Future Farmers of America, YMCA, 4-H, Boy Scouts, Girl Scouts, Methodist Youth Fellowships, and Luther Leagues, have continued active participation since the council was organized 2 years ago.

A series of television programs explained the purposes of the various organizations in Upper Peninsula Youth Workers Council.

Experience with the group has proven that such a youth workers council can boost the effectiveness of the individual organizations, can make their total influence on the community have a greater impact, and can prevent overlapping in meeting youth needs.

Experience has indicated that such a group must be organized voluntarily. The group must meet regularly, cooperative efforts must demonstrate the organization's value to council members, and recognition and responsibility should be channeled back through individual youth organizations.

Early in the fall of 1958, representatives from 10 youth organizations met at the invitation of District Extension Director Daniel W. Sturt. They were to discuss problems faced by their organizations and faced by youth in the peninsula.

Enumerating Problems

Three major problems of the organizations in their efforts to serve more effectively were: how to reach youth not now involved, recruiting and training leaders, and coordination of youth programs within a community.

Some of the major problems faced by youth in the Upper Peninsula were believed to be: choosing and preparing for a career, developing personal religious beliefs and moral standards, finding adults interested in helping them, and developing good relationships with their parents.

At the official organization meeting, the purpose for the council was spelled out as follows:

- Discover, through discussion, needs of youth in the Upper Peninsula.
- Discover ways of reaching youth who were not being served.
- Increase efficiency in working with the groups now served.
- Carry out any cooperative projects which seem feasible and will help serve the maximum number of youth in all areas of their living.

One of the first projects was a council-sponsored workshop for lay leadership training in recreation. Three council members served as a committee to determine interest in a recreation workshop by leaders of organizations within the selected community.

The Boy Scout executive worked directly with his district executives. They contacted and encouraged representatives who could benefit from the workshop. Churches, 4-H clubs, and several local groups did the same.

Through the council the workshop program was developed, resource persons were secured, and publicity materials prepared. However, each organization was responsible for contacts and promotion within its own membership.

Public Appeal

A series of TV shows featuring the work of the various youth organizations was presented during a regular Michigan State University program. Each youth organization determined the content of its 15-minute show.

Programs were presented by Future Farmers of America, Boy Scouts of America, YMCA, 4-H, and protestant youth fellowships. They promote interest in and better understanding of the work of all youth organizations.

Here again, the professional leaders, as members of the Youth Workers Council, prepared and agreed on the broad framework of the TV project. In turn, they worked within their own groups to plan and present the shows—another illustration of the feedback to individual organizations through their representatives on the council.

Membership in the council is entirely voluntary and the identification of all member groups is maintained. Sometimes a joint project is conducted by only a few of the groups

(See Youth Programs, page 230)

PROGRAM PROOF

(From page 212)

mittee reports for his particular field of work.

The parish extension chairman is responsible for coordinating dates for subcommittee meetings with the different agents, arranging for a meeting place, dividing and delegating the work to be done, and assisting agents. He must arrange for the necessary contacts of subcommittee chairmen. He must be responsible for a meeting agenda and explain the purpose of an advisory committee. He must recognize the leaders for their assistance in program planning, and praise the chairmen. The parish extension chairman obtains specialists' assistance and publicizes the program whenever practical.

The agents feel that the following could improve the program development process: serving a meal to the group, involving more people in planning, greater use of publicity, more thorough use of specialists, improving subcommittees, and increasing attendance and participation.

Vermilion Parish extension agents and the people are proud of their parish farm and home program. However, it is not unique and is being evaluated periodically.

OPEN DOORS

(From page 219)

sion agents are members, and the Chesterfield Chamber of Commerce located a garment plant. This will employ 100 persons and a textile plant will employ 700 to 1,000 people. Another garment plant which will employ 50 has just started construction.

These new industries will mean much to small farmers. It is expected that at least one member of most families will have a steady off the farm income. This income will help raise living standards.

Many of our industrial plants now require employees to have a high school diploma. To impress high school students with the advantages of a diploma, extension agents conducted a Stay-in-School Program. Speakers from industry, business, armed forces, and home economics talked to students of all six county high schools on education as related to their particular fields.

Many accomplishments and improvements have been made in small towns. In Patrick, a new post office and recreation park were completed, and the town entered the Finer Carolina Contest.

In Jefferson, a watermelon and produce market was built. The town constructed a 400,000-gallon water tank which will enable a local mill to expand operations.

In Pageland, the watermelon market was relocated and expanded. A hog-buying station was set up in another town to facilitate marketing of finished market hogs.

The town of Chesterfield also constructed a water tank to expand its industrial potential. Citizens and businessmen raised approximately $50,000 to construct its new clothing mill.

In Cheraw, a modern 30-bed hospital has been completed. Twenty roadside marketing stands have been built to sell peaches, watermelons, cantaloupes, grapes, and vegetables.

Members of a community donated money, materials, and labor to construct a new community center. Another community turned an old school building into an attractive recreation center and meeting place. As a result, the community won the State Community Development contest.

Family Security

Rural Development is doing its job so well that the head of the Department of Public Welfare foresees the time when his department will handle little or no funds, but will perform various services.

One reason for reduced welfare payments is the Social Security program for farmers. Instead of drawing welfare checks, older farm families are drawing Social Security checks. Extension agents have counseled many families, held meetings on Social Security, and assisted families in compiling figures.

Better homes, better nutrition, better clothing, and improved family life are goals of the home agents' department.

Schools for community leaders have been held on canning, pressure cooking, selecting and buying clothing, home grounds beautification, nutrition, home improvement, and home gardening.

Home gardens are stressed in the program to provide fresh vegetables for the family and to produce food for conservation.

The future of Rural Development in Chesterfield County looks very promising. RD offers extension agents and other government workers their best opportunity to assist rural families. No better way has been devised for organizing communities for future industrial, educational recreational, and religious development.

It is important that extension agents maintain a close working relationship with State and county development boards and chambers of commerce. They should be in a position to exploit every opportunity for industrial, as well as agricultural, development in the county.

MAPPING ACTION

(From page 218)

servationist, ASC office manager, vocational agriculture instructors, veterans instructors, FHA supervisor, and the USDA livestock health inspector.

This group meets for an informal dinner and discussion once a month. Everyone gets 10 minutes or so to talk about his activities, particularly as individual activities are related to the work of the others. We start early and get through in time for those who also have evening meetings to attend. The group likes it. Seldom are more than one or two persons missing.

In summary, the Plymouth County approach to putting a balanced extension program into action begins with a complete, but flexible, plan of work that reflects the purposes and goals of the program. Then we build teamwork within the staff, among professional workers, and with advisers and leaders concerned and interested in the problems that are being attacked.

The two are companions. It would be difficult to go far with either alone—at least that's the way it looks to the staff in Plymouth County.

Awareness Stimulates County Improvement

by **ROBERT BIRDSALL**, *Information Specialist, Oregon*

Neighborhood discussion groups met in homes throughout Curry County to tackle youth problems.

LOCKED between the coastal range and the Pacific Ocean, Curry County's tight little valleys are the antithesis of "asphalt jungles."

But local folk have found that trouble festers where shifting populations and pressures of economic growth are forcing adjustments.

Curry County's problem has been too many people too fast. Still thinly populated, as measured against many rural areas, it is Oregon's fastest growing county, percentagewise.

Interstate highway construction the length of the county, harbor improvement, and opening of new forest lands to logging have brought a new, mobile population.

Mixed Blessings

This influx of people with the attendant opportunities and responsibilities was well underway in 1956 when Curry County's Extension Council faced up to the "pluses and minuses" in their 10-year outlook planning conference.

Coupled with an enviable population increase and healthy economic growth, council members found disturbing signs of increased juvenile delinquency, statistics of divorce, teenage marriages, and lack of child-rearing standards in the new loose-rooted communities.

Other problems lent themselves more readily to direct action. The council helped bring about a reappraisal of county property for tax purposes. They gave helpful support in getting more access roads built into the National Forest and improved transportation facilities to haul lumber to market. Roads are being built and the county seat now has a $4 million harbor.

But the question of the county's young people kept recurring in extension council meetings. Roads, harbors, and taxes were one thing—but family relations and sociological matters were another. Not only was the field of study complex, but it was a problem just how and where to take hold of it.

The council began mapping a program that pointed up the need for a county juvenile officer and an extended educational program to study youth problems. The county court also recognized this need and appointed a juvenile officer.

Carrying the ball in the educational program was a special committee on youth problems. It was composed of county extension agents, council members, the newly-appointed juvenile officer, a minister, school teachers, city police officers, the county judge, and parents.

Youth Problem Areas

The committee isolated five problem areas for concerted action: Enforcement of school attendance law, understanding juvenile laws and the work of the county juvenile court, keeping young people from becoming delinquent, lack of employment opportunities for young people, and informing the whole community on juvenile problems and possible corrections.

Committee members realized that an educational program was needed to help parents understand children and the causes of delinquency. It became apparent, however, that no cut-and-dried formula or book could give parents all the answers.

Tackling first things first, the committee set out to "get the facts"—to survey, to analyze, and marshal information for an educational program. Subcommittees concentrated in specific phases of the program. In the thick of things were county agents Louis Oester, Wilbert Anderson, and Mrs. Sylvia Lee.

Through its ties to Oregon State College, the county extension service brought in a sociologist and State Extension Agent Jackson Ross to help compile factual material for the education program.

Rousing Public Interest

Next came the problem of getting the information out to the people—and getting it beyond surface awareness into the thinking, talking, and action stages.

Fortunately, extension had a backlog of experience in generating community discussion of public issues. Great Decisions programs in Oregon—informal group discussions and balloting on State, national, and foreign policies—have received key leadership from Oregon extension for the past 4 years.

Curry County leaders decided to use the Great Decisions program method of having interested persons organize neighborhood discussion groups to meet regularly and discuss the juvenile delinquency problem.

First step for the committee was to arrange study materials in several phases so each could be discussed at a single meeting. Key discussion questions were formulated and opin-

(See Awareness, page 230)

UNDERSTANDING

(From page 211)

extension staff as needed to insure adequate understanding of the process.

Experienced agents find that providing local leaders an opportunity to accept responsibility for and make specific contributions to the action phase of the program multiplies effectiveness. It also provides experiences for leaders which further develop their leadership capabilities. Such leaders have demonstrated that they can not only discharge such responsibilities in an effective and competent manner, but also that they value the privilege.

Further involvement and development of local leaders contributes to continuously increasing county program effectiveness as these leaders are given more challenging assignments and as still other leaders are involved.

YOUTH PROGRAMS

(From page 227)

represented, such as a leadership exchange conducted by the YMCA and Future Farmers of America.

A boy from FFA attended the Hi-Y Leadership Training Camp and in June 1960, a representative of the YMCA participated in the annual leadership training conference conducted by the FFA. Both youth groups have profited from better understanding of the aims and purposes of each program.

During August 1960, a followup meeting on the White House Conference on Children and Youth was attended by more than 40 leaders of youth-serving agencies and groups in the Upper Peninsula district. Nearly all of the Youth Workers Council members were present and now offer help in organizing to implement recommendations from the regional, State, and national White House Conferences.

Through the various youth organizations many young people will have an opportunity to do things closely related to vocational success. Programs listing the Explorer Scout, 4-H, and the career-choice projects help both parents and youth see more clearly career opportunities. The youth council is one means of increasing the effectiveness of these programs.

Choosing a career has been identified by youth as their number one problem. Teacher trainees can benefit from the realization that assisting youth to make wise choices in career planning is more than a concern of public school teachers. There are many opportunities, through strengthened communications among youth workers and their organizations, to effect both in-school and out-of-school vocational programs for youth.

GOOD RELATIONS

(From page 225)

activities seems to be more widespread. Interest in the home economics extension program is on the upswing.

Attendance at county, State, national, and international conferences has increased. Ninety-four of the 96 county organizations were represented at the Citizenship and Organization Conference in June.

More than a dozen members attended the Associated Country Women of the World Conference held in Scotland last year.

Approximately 400 members attended the National Home Demonstration Council Conference in Wisconsin. Many women contacted editors and program directors in advance and arranged to send them information about the meeting. On-the-spot recordings were dispatched to 16 local stations and more than 75 releases mailed to daily and weekly papers.

District and county training schools have been scheduled for 1961 around the theme, Food for Peace. International relations chairmen have been invited to attend and work with the information team.

Perhaps even more important than the growth of interest in the federation and its activities, is the development of the women who are participating. In the words of one member, "We have gained self-confidence. We have a far better understanding of our own organization and its program of work. The information work has strengthened our program and given us stature."

AWARENESS

(From page 229)

ion ballots were included for participants to register their convictions. These were tabulated at the county extension office.

Needed action to create public interest, to organize discussion groups, and to distribute study materials was channeled through existing organizations: Parent-Teachers Association council, the county home economics council, and the county White House Conference Committee on Children and Youth.

Representatives of these county organizations returned to their communities and presented the information before their local organizations, laying the groundwork for community study groups.

These informal discussion groups were made up of five to 10 persons who gathered for evening or afternoon meetings in the homes of their friends. Armed with the locally-prepared fact sheets they delved into many critical needs for youth.

The studies included community youth centers, summer programs, vocational training, gifted and retarded children, psychiatric services, and improved medical services.

Benefits of Involvement

A significant aspect of this accent on youth was the actual involvement of youth throughout the program. High school student officers, Boy Scouts, 4-H club members—a complete cross section of young people—were involved in subcommittees gathering facts for the program. And young people were active participants in the followup discussions by neighborhood groups.

It is too early to measure full results of these group discussions in the communities. Many recommendations, such as a youth employment center, improved youth counseling and health services, and summer recreational programs are now in effect.

But perhaps the greatest good was inherent throughout the program—involving many people and many organizations in a study and discussion that has made the entire county aware of the day-to-day attitudes and human relations that determine the strengths and weaknesses of a society.

NEWS and VIEWS

Huffman Promoted to Deputy Administrator

Gerald H. Huffman, assistant administrator for programs since February 1958, has been named deputy administrator of the Federal Extension Service. He succeeds P. V. Kepner, who was promoted to administrator in September.

As assistant administrator, Mr. Huffman was responsible for the agency's five program divisions. He worked closely with State Extension Services, USDA agencies, and other Federal agencies.

The new deputy administrator is well known among county agents. From 1954 to 1958, he was field representative of the administrator and consulted regularly with NACAA officers.

Mr. Huffman began his extension career as an Ohio county agent. He was a member of the Buckeye State's extension staff from 1938 to 1949. From 1949 through August 1954, he served as extension specialist with Economic Cooperation Administration missions in Italy and France.

A 1936 graduate of Ohio State University, Mr. Huffman did graduate study in administration at Harvard University. He was born and reared on a farm near Milford Center, Ohio.

Plans Advance For 4-H Week

Six top-ranking 4-H'ers will be selected this month to represent the 2⅓ million club members in making a Report to the Nation during 4-H Club Week, March 5 to 12. Packets of promotional ideas for Club Week have already been sent to States for county distribution.

The national delegates are to be chosen at National 4-H Club Congress, Nov. 27 through Dec 1. Besides a varied and outstanding 4-H record, poise, and communication talents, candidates are considered for personality, appearance, and grooming.

The young people come to Washington, D. C. to report to national leaders about youth's accomplishments through 4-H and to outline plans for the year ahead. The group will go from Washington to New York for broadcasts, press interviews, and meetings with civic and business leaders who are friends of 4-H.

To aid planning for 4-H Club Week, every county may receive one of the helpful new idea kits from their State offices. Each kit contains suggestions for counties to use in 4-H Week observance.

New ideas for 1961 include a sample special edition, or 4-H section of a local newspaper, and a how-to-do-it manual on building 4-H window displays. Spot illustrations, radio and television ideas, thank-u-grams, and suggested activities are also included.

BOOK REVIEW

MILK PRODUCTION AND PROCESSING by Henry F. Judkins and Harry A. Keener. John Wiley and Sons, Inc., New York City, 452 pp. Illus.

This book seems to be especially valuable for young extension workers needing a handy reference on the dairy industry and for more experienced workers who need to "brush up" on their dairy information.

One feature not found in most dairy references is the inclusion of both production and processing. The chapters are arranged in a logical order and include usable information in the form of score cards, tables, nutrient requirements, weights and measures, and Federal and State standards.

The questions at the end of each chapter should be helpful in 4-H dairy work.—*Richard E. Burleson, 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	2149	Soil and Water Management for Irrigated Sugar Beet Fields—*New*
L	250	Hamster Raising—*Slight Revision September 1960*
L	485	Mr. Dairyman—It Pays to Use Chemicals Safely—*New*
MB	12	Know Your Butter Grades—*New (Replaces L 264)*
G	72	Nutritive Value of Foods—*New (Replaces AB 36)*

try BRAINSTORMING

by JAMES D. BROMLEY, *Consumer Education Specialist, Rhode Island*

WE did in Rhode Island. Here's why.

First we wanted to stimulate homemakers attending a leader training meeting to really think about the subject, Foods of the Future. Second we felt that brainstorming was a useful tool for the leaders to take home.

Rules of the Game

What is brainstorming? Briefly, it is getting a group together for a problem-solving session. What's so new about that? We've all been doing it for years. Well, the gimmick is this. No judgments are allowed. No one can ridicule an idea or say, "That can't be done because. . ."

Because no one is allowed to judge an idea, some pretty wild ones are apt to crop up. This freewheeling is encouraged.

Some of the wildest suggestions may be just the thought-starter for someone else. For that reason hitchhiking is also encouraged. Any time somebody can add to or adapt another's idea he hitchhikes.

No judgments, freewheeling, and hitchhiking. They all add up to lots of ideas and quantity is the goal of brainstorming. The more ideas, the better chance you have of coming up with a good one.

We also illustrate with a turtle. Why? To remind all brainstormers that you get nowhere unless you are willing to stick your neck out once in a while.

Too often when we try to solve a problem or come up with a new idea we stop at two or three suggestions. The rest of the time we spend pointing out why they won't work. With brainstorming many ideas are born. When the ideas are in, and only then, does the group seriously weigh the merits of the suggestions.

Sounds like fun. But why brainstorming for a leader training meeting? Just this. While brainstorming is used mainly for problem-solving, it is also a good tool for thought stimulation.

We asked our group what new foods they wanted from the food trade. In 5 minutes, more than 40 new food suggestions were made. This was better than eight per minute.

For the rest of the meeting we showed them new foods that followed their suggestions. We described new food processes that will result in the kind of foods they said they wanted. We discussed their ideas in relation with the problems of the food industry. We made it their meeting. Brainstorming was the tool we used to stimulate their interest.

Stirring Up Interest

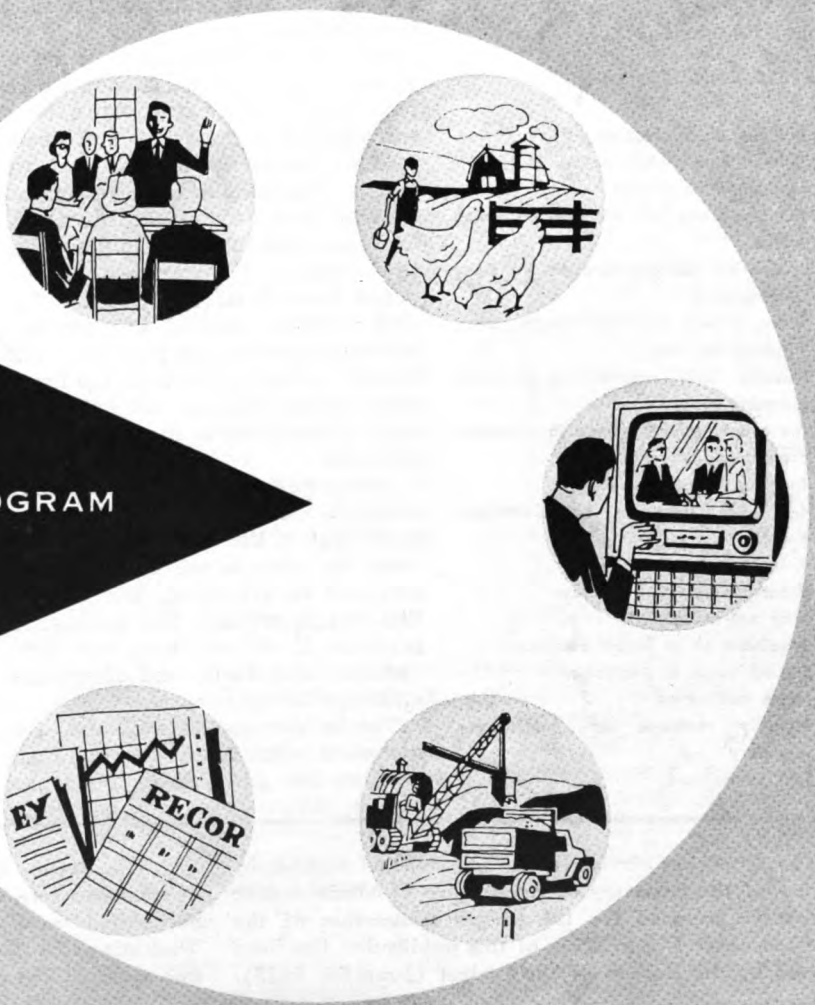
Brainstorming may catch your group cold. Try starting them off with some simple, even zany problem. In our Rhode Island meetings we began by outlining the four rules of brainstorming: No Judgments, Freewheeling, Hitchhike, and Quantity. We put these rules before the group where all could see them.

Then we brainstormed the problem, "New Uses for the Spring-type Clothespin." The speaker was wearing one as a tie clip to start the ball rolling. In less than 2 minutes, 20 new uses were suggested. A loud cow bell was on hand to make sure that there were no judgments, and an alarm clock was in evidence to keep time within bounds.

We used brainstorming in Rhode Island. We liked it. We'll use it again.

EXTENSION SERVICE Review

DECEMBER 1960



EVALUATING THE PROGRAM

EXTENSION SERVICE Review

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

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

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

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In This Issue

EAR TO THE GROUND

When a man builds a house, he goes through a series of steps. He obtains or draws up plans, gathers materials and tools, puts in the foundation, and proceeds according to the plans.

Building an extension program is a similar process. We sit down with local people to draw up plans. Next we select the materials and tools. And we lay the foundation when we assign responsibilities to extension workers and committee members. Then we build the program according to the plans.

But there is one important difference between building a house and building an extension program. The builder can see progress as the house takes shape. But it isn't quite this easy to see progress in an extension program.

That's why we evaluate. As Ohio's Assistant Director D. B. Robinson points out in the first article of this issue, we want to see where we are and how we are doing. We want to find out if we laid the foundation properly, if we are using the right methods and tools, and if we are making progress.

The builder doesn't wait until the house is completed to find out whether the job is being done properly. He constantly measures and checks to see that everything is done according to specifications.

And we have to do the same thing in extension work. We can't wait until the program is complete to evaluate. We have to continually examine our methods and our progress—build evaluation into the total planning process.

There are many things we can measure in extension and it would be physically impossible to evaluate them all completely. So we have to establish some priorities—select the most important items that can be measured.

Then we have to decide how we are to measure this activity or method. This can range from a simple, informal survey with a small group of people to a broader formal study. Both types, informal and formal, give valuable information that will let us know where we are and how we are doing.

Next month's issue will focus on graduate study. We'll have articles explaining the advantages to be found at various land-grant and non-land-grant colleges. And we'll announce 1961 summer school offerings and scholarships available to extension workers.—EHR

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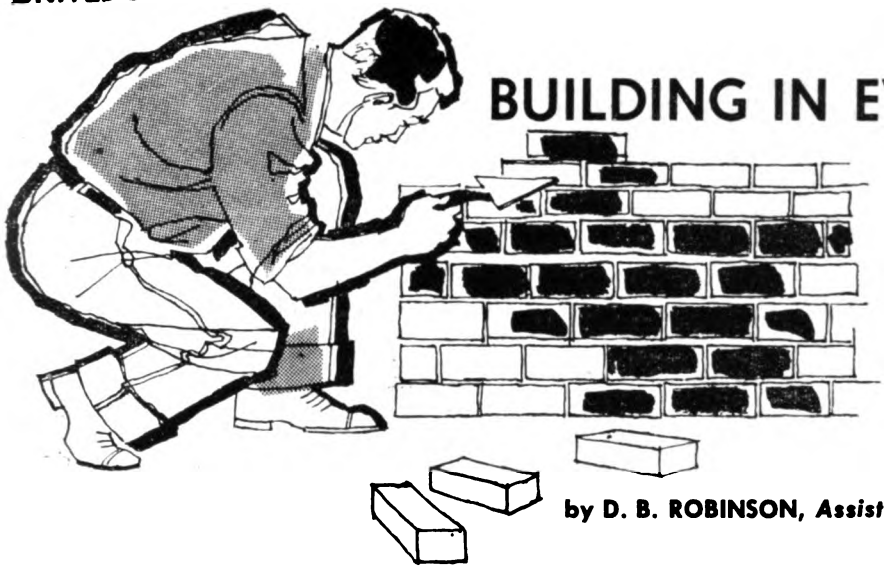


BUILDING IN EVALUATION

by D. B. ROBINSON, *Assistant Director of Extension, Ohio*

EVALUATION is an important step in program development. It provides a factual basis for drawing conclusions and making sound judgments.

Evaluation is a process by which we determine the worth, value, or meaning of something. This something in extension may be the progress and results at any step in the program development process.

Evaluation is needed in extension so we can measure the desirable and undesirable outcomes of educational work. We need to know where we are and how we are doing.

Evaluation should be done by all extension workers and lay leaders at the level at which teaching is done. Extension cannot be sure how much it is accomplishing until the effects of its teaching can be traced in the lives of people it serves. It is not a separate thing, but must be built into the program development process.

Program development, as defined in this series of special issues of the Review, consists of four steps. These are: analyzing your audience and their needs, developing a program to meet these needs, launching and carrying out the program, and evaluating progress and results.

It is impractical to attempt a complete evaluation of program development at one time. So you must first decide what part of the total process will be appraised.

Teaching is successful when it causes a change in the desired direction. Changes in human behavior may be in terms of change of attitude and interest, gain in knowledge, development of skills and abilities, and increased understanding.

Evaluation is made in terms of these changes in behavior. The adoption of a recommended economic or social practice, frequently used in extension education as a measure of results, is a sign of change in behavior. It shows that the individual has acquired some new attitude, knowledge, skill, or ability.

Measurement of change may be made at three places in the program: at the beginning before any change occurs to establish a benchmark, during the teaching process to determine progress, and at the end of the teaching process to determine accomplishment.

Wide Range

Obtaining accurate information about the extent to which we are doing what we set out to do is an essential part of evaluation. Evaluation ranges from casual observation to rigorous scientific research. For everyday use by extension workers, only two groups will be considered—casual observations and informal studies.

Casual Observations—This is the everyday evaluation of our work. Much evidence can be collected from observations during: office calls, farm and home visits, meetings, conversations, discussions, local leader contacts and personal interviews.

Informal Studies—This is a systematic way of evaluating phases of our work. Evidence is collected through questionnaires filled out at meetings; mailed questionnaires; report forms filled out by farmers, homemakers, or leaders; surveys made by local leaders, school children, 4-H clubs, and extension workers; discussions with commercial dealers such as seed, fertilizer, lumber, and commodity dealers; and other sources.

Information Sources

The teaching objectives and goals should state who is to be affected or to whom the training will be directed. These people may be extension cooperators, participants, leaders, program committees, advisory councils, extension workers, radio-television audiences and other extension audiences.

The daily and monthly records kept by extension workers are logical places to record findings. Formal surveys and questionnaires require special tabulation forms.

Extension workers cannot work directly with all people in program development. They must "tune in"

(See Evaluation Step, page 246)

Do You Know When You've Taught?

by MRS. JEWELL G. FESSENDEN, *Federal Extension Service*

By estimate? Formal evaluation? Informal studies? The answer is probably some of all three methods.

Imagination and some know-how on evaluation techniques can go a long way in helping extension workers find evidence of teaching.

Here's an example of what imagination may produce: In 1959 county extension workers in the United States visited about 2 million families. Suppose every family had been asked, "What is the most important problem you think extension should be working on today?" Answers from 2 million families would be revealing.

Let's apply that imagination to a county situation. Recently a county agent told me that extension workers and leaders in his county averaged six meetings a day, with an average attendance of 30 people. During one month this means that more than 3,000 people attended extension meetings.

Contrasting Surveys

These people could help evaluate many other extension activities. For example, they could be asked to answer a few questions about county extension radio programs.

This would be an informal method of finding out: if people attending meetings listened to the programs, if they felt the programs were worthwhile, if they remembered using any idea and what idea was used, and subjects of interest to these listeners.

In contrast with this easy informal method, you could conduct a highly scientific type of evaluation on the effectiveness of radio programs. Then you would use a representative sample of people in a county, collect information carefully by mail or personal interview, and make detailed and careful analyses.

More time, effort, and expense would be required for the formal evaluation. And skilled research help would be needed.

How do you decide what to evaluate and what methods to use?

Teaching is done in small packages. Evaluation is also done in small bits. Knowledge, attitudes, skills, practices, may be evaluated separately or all in the same process.

Selecting Methods

Many methods are available. All have values and limitations. A variety of methods such as observations, personal interviews, records, and testimonials are useful. No one method is used exclusively.

An example of being selective in what to evaluate in a county extension program during a given year might be something like this:

From all agricultural projects undertaken, only pasture improvement may be selected.

Fertilization may be the only specific area to be evaluated during a year. The kind of change to be evaluated may be the application of recommended varieties of fertilizer, rate, method, and time of application.

The decision may be to collect information only from members of the various livestock and dairy associations who used pastures.

The method may be a sample of all members through a mail questionnaire, personal interviews, or telephone interviews if the rate of telephone subscribers is high.

Leaders and agents may do follow-up to secure a high rate of returns. Tabulation and analysis would be done in the county extension office.

Similar studies could be made on other phases of the county program.

In home economics, for example, the effectiveness of a program on freezing foods may be the subject matter area selected. Packaging of vegetables could be the specific phase to be evaluated.

In 4-H, you might want to determine what parents know about their son's or daughter's 4-H projects. A few simple questions would give a basis for parent education on 4-H work.

Plan for Evaluation

Build evaluation in. Whether a formal or informal method is used evaluation is more successful if planned when the program is planned or at least before teaching is done. After you have arrived at a meeting it is too late to plan an effective evaluation of the meeting.

If you want to know what the group knows before you teach and what has been learned after you taught, you must be ready with questions and with your plan. Planning certain key questions to ask will also help you to do a better job of teaching! Accurate records of attendance must be kept if people are to be contacted later.

A good plan, whether for formal or informal evaluation, will include the following:

Statement of the project, program, or activity to be evaluated.

Specifics to be studied. Phase of project, program, or activity. Kind of behavior change—attitude, knowledge, skill, practice.

Specific objectives of phases or areas of work that are to be evaluated.

Purposes of the evaluation—to find out: if people have learned, if attitudes have changed, if practices have been improved or changed, or if new skills have been developed.

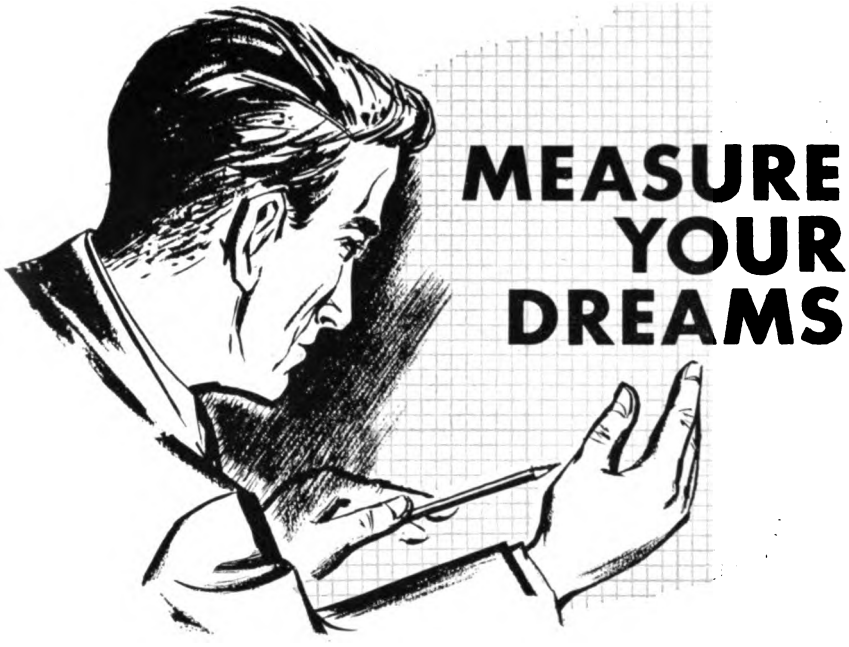
Plan for collecting information—how and when it will be collected and who will answer the questions.

A list of questions, observation forms, or records to be used in the evaluation.

A plan for tabulating, summarizing, and reporting the information.

Recently a hardware dealer called a home economics agent to ask, "Why didn't you tell me you were going to recommend the use of a certain

(See Do You Know, page 248)



MEASURE YOUR DREAMS

by MARGARET C. BROWNE, *State Leader, Home Economics Extension, Wisconsin*

Most of us are optimists when we plan. We have visions of doing so many things for so many people that our enthusiasm carries us into the clouds. We, like Poe, "dream dreams no mortal ever dared to dream before."

This is good. This is the fabric of which change is made, the visions that precede progress.

Unrestricted daydreaming, in the jargon of today, is known as brainstorming. It will produce lots of ideas. If done with local people and the total county staff, agents will soon be convinced that the educational situation in their county should be labeled "opportunity unlimited."

Keeping Control

In every county there are countless things to be done and multitudes to be reached. At some point, however, you have to define limits, stake out territory to work in, and clothe the dreams with the reality of a pencil and paper plan that spells out the objectives, the recipients, the staff responsibilities. Then, to keep the dream from floating out of control, plans must be decided on to periodically measure how well the dream is being transformed into reality.

A measuring device is needed, but dreams can't be measured with a yardstick. Tools have to be designed to suit individual dreams; and they must be worked into the plan so that measurement can be taken at strategic times and places.

Many of us have only sketchy training in the scientific method. All of us have only limited time and money. Obviously, evaluation is not for us! Or is it?

The more limited the resources, the more important evaluation becomes! But it must be realistic evaluation, geared to the situation and the resources at hand. It need not be pretentious to be valuable. It can be done in many informal ways. For each item that you want to evaluate, there are suitable methods for doing it.

Basically, all of us evaluate so that we will have facts, not opinions, to guide us in improving our effectiveness and in reporting to the public. You evaluate your situation and your clientele to determine needs, set priorities, and establish benchmarks for measuring progress.

You evaluate to determine if time is being used to the best advantage, if the most effective teaching methods are being used, if you are reaching the people who have the greatest need.

County extension workers evaluate to improve program content. Is it pertinent? Is it up-to-date? Is it education, or is it service? Does it touch vital points in the lives of people? And, of crucial importance, does it bring about desired changes?

You evaluate, too, for public relations reasons. We are responsible for keeping our governing bodies, as well as the publics we serve, informed.

You evaluate to assess professional competence. Is the subject matter out-of-date? Are your techniques getting rusty?

Agents who evaluate for these reasons will never fall into the trap of trying to measure effectiveness in terms of "busyness." In a true evaluation, days that seem like a rat race may show the least progress.

Possible Methods

Most county extension program evaluation must be the do-it-yourself variety. This means it will largely be done by simple methods, such as listening, talking to people, observing, being critical and analytical. It will be done by discussion in staff meetings, simple questionnaires, surveys, and spot checks.

It will be done at the beginning, midway, and at the end of some projects. It will be done by being constantly alert to evidence of progress and change, as well as to signs of ineffectiveness.

Sometimes it will be done by taking an intensive look at some small segment of the program, or the clientele, as in a case study. A study of a family, for example, makes it possible to measure changes in attitudes and values, increased ability to make wise decisions, growth in service to the community.

A county staff, bent on measuring its dreams, must learn to cultivate awareness, to see unexpected as well as expected results. It is not enough to see the success stories. The failures must be examined, too.

Informal evaluation should become a habit, and it should be uninhibited. It should be an honest, critical analysis of data collected and observations made. It should be put in writing to have continued value.

(See Measuring Dreams, page 254)

We Found Out How Program Projection Works

by MRS. BETTY M. FULWOOD, *Home Demonstration Agent*, and W. L. ADAMS, *County Agent, Alcorn County, Mississippi*

ALMOST every extension worker has dreamed of hitting an idea jackpot, and seeing his recommendation sweep through a county with full acceptance by everybody.

We in Alcorn County, Miss., thought we had found this idea jackpot in Program Projection. True, Program Projection is not a new idea. But, inspired ourselves, we inspired our people to do what everyone thought an excellent, comprehensive piece of long range program planning.

We followed the book, too, or so we thought. We collected, and helped leaders collect, a wealth of basic data and information on Alcorn County. We involved people—county and community leaders, homemakers, farmers, and industrial workers. Practically all other agencies, such as the county health department, county school officials, and other agricultural agencies, joined in the effort.

The written plan was to be the guiding light for extension and other groups for years to come. This was in 1956.

Facing Facts

After 2 years of struggle with this "guiding light" came the question—why didn't it work? It was not up to expectations.

Possibly it is to our credit that we recognized that fact. We sat down together—our county staff had grown from four agents to six by this time—and tried to analyze our problems and our program. Were we not being as effective as we should be, or were we spread too thin? Was our county extension program too broad in concept?

"We need help," was the consensus. So the call went out to our State University. Specialists in program planning, field studies, and economics, plus our district supervisors, answered the call. Another day of analysis resulted in requesting assistance from the Federal office.

The answer was, would we serve as a pilot county to develop criteria for program projection—criteria which could be used later by others? We couldn't afford to miss the opportunity.

Four times during the past 2 years we have sat down together (county staff, district agents, State specialists, and FES analysts) to develop these criteria and apply them to our own program projection efforts.

Forming Criteria

How should organization for and the process of planning be done? Developing criteria for effective program planning came before we could evaluate our own plan. Slowly we developed this list of conditions and procedure.

First among these was that committee membership should be representative of the county. To be sure it is representative, a complete analysis of the county is prerequisite. Geographic areas, social groups, interests, etc., must be identified and their relevance to extension program planning determined.

Each member of the county planning committee should be selected by the group he represents. We then agreed that each member of the committee should serve for a designated period of time, and a definite plan should be made for replacement of members.

Possibly the most important criteria developed was that of role definition, understanding, and acceptance. The purpose of the committee must be clearly spelled out, along with a statement of the roles of professional workers and committee members. Together with this is the need for a statement and clear understanding of the scope of extension's educational responsibilities. This, we might add, was the biggest problem with our Alcorn County program.

As we developed these conditions which should be met in the process of program planning and evaluated our county plan in light of these criteria, we began to see "why it didn't work."

Self Application

Actual evaluation of the county program was done, and is still being done, by the county staff working together. State and Federal specialists helped only with developing the criteria by which to evaluate.

As a result of this self-evaluation process, we have begun revising our county program projection process. The original steering committee for county program planning has been replaced by a committee more nearly representative of all interests and groups. All but two members were elected by the group they represent. A definite tenure of office and schedule for replacement was planned.

The purpose of the committee, the role of professional workers, and the role of committee members have so far been partially spelled out. Already, however, the operational plan is evolving, and members of this committee are involving others in collecting background data and making a countywide survey to determine true needs.

Though we are only part way along the continuous circle of program projection, the way ahead is much clearer because of this evaluation. Only by a lot of thinking, planning, and hard work has even this much been accomplished.

To sum up what we learned: Set up your criteria—or your conception of the ideal and how to go about reaching it. Then as you go, evaluate continuously. Plan, carry through, and evaluate, seeking leadership and guidance of the local people.

This, with various guises, has always been the way of Extension. It still works.

Evaluating the Organization for Rural Development

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

A PROGRAM stands or falls on the way it is organized. This is almost a truism.

In this instance, organization includes the formal structure as well as the process of program planning and execution. Systematic evaluation of this phase of Rural Development will produce results in terms of greater program effectiveness.

Evaluation can be thought of quite simply as the process of determining the worth, value, or meaning of something—in this case, the Rural Development organization.

Weighing Progress

Most extension workers think of evaluation as focusing on program accomplishments and results. This is certainly logical because we all are vitally interested in maximizing the impact of any program. Progress and end results are, of course, measured in terms of program objectives and the methods used in carrying out the program.

Another type of evaluation takes place at the opportunity or means level. In this case, we assess the extent to which opportunities or means are provided for the attainment of goals. There is no direct measurement of results in terms of changes in behavior. Rather, emphasis is on the means used to accomplish the educational objectives.

Evaluation of means is of major concern in this article. In a program as complex in organization as Rural Development, it is essential that there be constant and systematic appraisal of the structure and process through which it is implemented.

Research and experience provide certain criteria for appraising program organization and process. These permit reasonably adequate and systematic evaluation of these vital elements of a Rural Development Program.

If this type of evaluation is to be feasible and practical where limited resources are available for research and evaluation, the design and procedure must be relatively simple. However, the evaluation should be as specific and as objective as possible.

The scope and nature of such an evaluation can vary, depending on interests, needs, and resources. This article suggests some items that may be considered most meaningful.

A Guide for Evaluating Rural Development Programs was developed by the author with the cooperation of L. I. Jones, Federal Extension Service. Staff members of the Agricultural Research Service and Agricultural Marketing Service reviewed the initial schedule and offered suggestions.

Three-Part Plan

Designed as a simple, self-evaluation guide for Rural Development committees, the Guide is divided into three major segments—formal organizational structure, program planning and implementation, and a limited (and somewhat subjective) appraisal of program results.

The Rural Development Program has at least three distinctive fundamental characteristics.

Its primary orientation is toward the disadvantaged group. But this in no way denies the contribution the program can make to all residents of pilot county areas.

Two other distinguishing features of the program are the type of organization and the primary source of initiative and support. Rural Development stresses the "team approach" and coordination of efforts of many organizations and agencies. Further, the program is primarily based on local support; it has not been conceived or treated as a Federal program. Because of these characteristics, program organization emphasizes operation through representative State and county committees.

The first section of the Guide attempts to appraise the extent to which Rural Development committees are representative of all relevant agencies and organizations.

Research and practical experience indicate the importance of consensus within these committees on: the purpose and objectives of Rural Development, the roles and functions of each agency and organization participating, and the function of the State and county committees.

This first phase of the Guide requires additional information on the functioning of the State and/or county RD committees. The frequency of meetings, functions actually performed, and the subcommittee structure are all covered.

The first phase also calls for answers concerning major organizational problems and suggestions for improving the effectiveness of the organization for Rural Development.

Planning and Implementation

The second section of this Guide focuses on the program planning process and program execution. The basic principles of sound program planning afford criteria for appraising any particular Rural Development Program.

Opportunity is provided for assessing the extent to which each pilot county has gone through the major steps in program development. These steps include: collection of basic background and benchmark information; identification of major problems and needs; determination of specific program objectives; and planning programs consistent with problems, needs, and objectives.

Three questions require reflection on the extent to which agencies and

(See RD Organization, page 248)

Survey Results Can *Spark* Programs

by HAROLD D. GUITHER,
Assistant Editor, Illinois

A SIMPLE question tossed out at a county agricultural extension council meeting has sparked some new and popular extension programs for the families in Ogle County, Ill.

It all began when one conscientious council member asked, "Just how are people accepting the extension program in our county?" No one could really answer for all 3,760 farmers in the county. After some more discussion, they decided to work with the home economics extension council to take a survey among farmers and homemakers.

They set up these objectives: to determine the understanding and attitude of the people toward the Extension Service, to evaluate past programs, and to obtain suggestions for new subjects and methods of distributing information.

Advance Planning

Farm Adviser Hugh Fulkerson and Home Adviser Mrs. Pearl Barnes first asked for ideas from 79 key farm and home leaders. Their next step was to develop a questionnaire.

Since many of the questions related to use of information activities, Extension Editor Hadley Read and his staff were asked to assist in planning the survey. They met with the planning committee to develop the questionnaire and later helped train council members who were to make interviews.

Since many of the questions were of interest only to men or women, it was decided to have a different questionnaire for each group. Of course some questions were the same on each survey.

The plan called for personally interviewing 80 farmers and 80 homemakers. The farmers were selected at random from the complete list of all farmers in the county kept by the county Agricultural Stabilization Committee office.

Half of the women were also selected at random from the list to represent rural homemakers. The other 40 women were selected by random sampling from the telephone directories of selected towns.

Interviews were completed with 36 men and 53 women.

Despite the limitations of the small sample, the Ogle County councils and extension staff believe that their survey findings have proved valuable.

Public Knowledge

For example, here are some of the highlights of the survey that show the general public understanding of extension.

Although Fulkerson and Mrs. Barnes had served in the county for only 3 years, about 40 percent of the men and 35 percent of the women knew their advisers and also knew that they were responsible for the county extension program. Only about 20 percent of both men and women knew that the farm and home advisers were staff members of the University of Illinois.

Only about 20 percent of the men and women knew that the councils were responsible for interviewing and recommending the employment of advisers. Only 15 percent of the men and 13 percent of the women knew that council members were appointed by the dean of the college of agriculture. About 35 percent of the men and women knew that committees appointed by the extension councils planned the extension programs.

About 80 percent of the men and 60 percent of the women knew that a county could get help from specialists at the University. About 70 percent of those surveyed knew that advisers' services were available to everyone.

The survey also showed what phases of the extension program were best known.

Men were best acquainted with soil testing, demonstrations, the dairy herd improvement association program, and 4-H club work. Women were best acquainted with 4-H club work, monthly unit meetings, farm and home development, special interest meetings, and the art show.

Both men and women were given an opportunity to rate the sources of information from the extension office that were of most value to them. Men rated these sources in this order: Ogle Farmer (farm bureau publication), farm adviser column in newspapers, demonstrations, bulletins, and radio broadcasts. Women rated these sources most valuable: home adviser's column in newspapers, weekly newspaper stories, Ogle Farmer, county meetings, and bulletins.

The survey also showed what men and women thought about various 4-H activities other than projects.

To plan future extension programs, the councils wanted to find out which subjects were of most interest. Men and women were given a list of subjects to rate.

The survey also showed newspaper reading habits and favorite radio and television stations. Most men wanted to see the farm and home advisers present a television program. A majority of the women had no opinion on this. But of those who expressed an opinion, most would also have liked to see an extension TV program.

Using the Findings

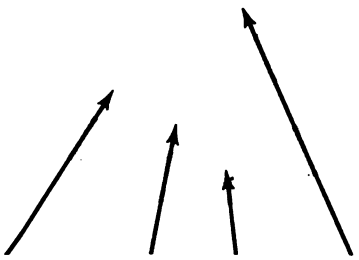
Probably the biggest gain from the survey so far has been the new interest stimulated in certain programs.

On one of the coldest, iciest nights of the winter, about 130 farm youth and their parents attended a vocational guidance training school. Business and professional men and women described their occupations, the training required, and opportunities for young people in their fields.

Lessons related to meal planning, clothing selection, home records, mental health, and safety were included in the 1960-61 home economics extension program after careful study of the survey.

Slides, lessons, and mass media have been used to emphasize farm and home safety. County people are showing more interest in preventing accidents around farms and homes.

(See Spark Programs, page 252)



Pointing the Way

by **GARRETT E. BLACKWELL, JR.,**
Agricultural Agent in Charge,
Yuma County, Arizona

How do people feel about citizenship activities? What do they think about public affairs issues? How well do they understand these subjects?

Yuma County, Ariz., wanted answers to these and other questions about their extension audience. The answers were needed for the new pilot project in public affairs education. And they were needed to establish guidelines for county program planning in public affairs and continuing education.

Yuma is one of 12 counties participating in the project sponsored by the Fund for Adult Education and the Cooperative Extension Service. The project is intended to help establish and conduct county programs that will:

- Broaden and strengthen extension programs, stimulate public interest, and obtain increased citizen participation in public affairs.
- Advance informal education for citizenship responsibility through involving larger numbers of people in program planning and other appropriate experiences to develop their leadership.

These objectives correspond to the Scope Report areas of: leadership development, community improvement and resource development, and public affairs.

To assure 250 completed interviews, 500 names were drawn from a total list of all major county directories and mailing lists. There was an equal number of men and women.

The questionnaire contained eight major divisions—characteristics of population, concerns of people, knowledge of and participation in extension programs, farm-city relations, political attitudes, attitudes toward schools, and continuing education interests.

The field survey was conducted by extension personnel from the State Extension Office and Maricopa and Pinal Counties. This was to avoid, as much as possible, prejudicing answers through acquaintance with local extension personnel.

Results gave us the following information.

Yuma County's population is comprised chiefly of people who have moved into the area during the past few years. Only 11 percent of the people interviewed were natives.

Approximately three-fourths of the respondents had an income of $3,500 and over. One out of four had incomes of $7,000 or more.

Eight out of 10 interviewed lived in Yuma or its suburbs. Over 53 percent of farmers and farm managers live in town.

Nearly 50 percent of the people had completed 4 years of high school. More than one in four had completed a year or more of college.

Over 91 percent listed concerns, averaging 5.6 per person. Concerns listed most frequently were schools, employment and industry, water rights, taxation, health service facilities, and community physical upkeep. (Less than one-third of those listing concerns had tried to do anything about them.)

Opinions as to major obstacles to Yuma County's future development centered around lack of industry and employment opportunities, and antiprogressiveness and self-interest on the part of those who control the county.

It was stimulating to find that 30 percent of the respondents knew members of the county extension staff by name. More than eight out of 10 had some extension contact during the past year. Sixty-seven percent had seen a 4-H or home economics exhibit, while 60 percent had seen a 4-H member's project.

This posed the question of how many people had extension contacts if 4-H and home economics exhibits and projects were excluded. Further analysis showed seven out of 10 had some extension contact in areas other than 4-H and home economics exhibits and projects.

Sixty-eight percent of the total group approved of agents working on public affairs issues while about 22 percent had no opinion. Those approving thought there was a definite need for assistance in these areas and thought the county agents were well-educated and qualified to assume this responsibility.

A little over three-fourths of those interviewed were interested in one or more topics for continued education. Subjects listed most frequently were Spanish, family financial recordkeeping and psychological basis for human behavior.

Implications for County

What does this mean to us as extension workers? The questionnaire serves as a compass to point the way, a governor to control the speed with which we move into unfamiliar areas of extension responsibility, and as an educational tool to inform program planning committees as well as old and new clientele.

Yuma County Extension Service needs to evaluate current program offerings in light of voiced concerns, interests, and opinions because:

People are vitally interested in continuing adult education with major emphasis and interests in subjects related to public affairs.

Ninety percent of the people are concerned about one or more public affairs issues.

Less than one-third of the citizens are fulfilling their civic responsibilities in regard to public affairs issues.

Citizens favor the idea of Cooperative Extension Service conducting educational programs in public affairs.

(See Pointing the Way, page 254)

Forming and Maintaining Program Planning Groups

by ROSWELL C. BLOUNT, *Research Assistant,* and GEORGE M. BEAL, *Professor of Rural Sociology, Iowa*

TODAY Extension and other organizations are searching for more meaningful ways to meet the needs of the people they serve. Their problem is made more difficult by the rapid increase in technology, changing value and need structures, more diverse publics, a broader concept of their educational responsibilities, and the increasing complexity of their own organization.

Extension always has worked closely with lay people in determining their needs and involving them in educational programs to meet those needs. This puts extension workers, especially county staffs, squarely in the middle of the business of organizing and maintaining groups to perform these functions.

To better understand the important elements of group formation and maintenance in extension work, a study was made in Iowa to test a limited set of hypotheses. These hypotheses encompass what is believed to be the core of forming and maintaining planning groups.

Group Elements

Dr. Charles P. Loomis of Michigan State University suggests that a group, as a social system, has the following nine basic elements: ends, facility (means available to attain the ends), power (the capacity to control others through authority or influence), norms, belief, sentiment, status-roles, rank, and sanction.

Three of these elements are especially important at the early stages of group formation and maintenance. For instance, if extension personnel are going to organize a program planning group, they must communicate the following three elements to the group:

Ends or objectives—what they should be attempting to accomplish in program planning and projection.

Means or methods—that are available in accomplishing these ends.

Authority and responsibility—of the group as it works on its task.

To better delineate the "felt needs" of people, Iowa extension workers recently carried out an "ideal program planning process." State personnel developed the planning process and a county staff agreed to attempt to implement it.

Experimental Planning

A special program projection steering committee was set up to survey different problem areas in the county and establish problem area subcommittees. The subcommittees were to study needs in these areas, project the needs into the next 5 years, and make specific program recommendations.

The steering committee was responsible for summarizing, integrating, and setting priorities on subcommittee recommendations. The county extension council then approved, rejected, or modified the recommendations and determined major program emphasis for the 5-year period ahead.

Special training on the "ideal program planning process" was given to county staff. The basic elements of the planning process were taught to the council, steering committee, and subcommittees. The county staff acted as resource people to the committees.

Research accompanied this action program. Data were gathered by schedule, questionnaires, tape recordings, and observation. Twenty-seven general hypotheses and 60 empirical hypotheses were tested.

The group's knowledge of its objectives was closely related to how well these objectives were presented in the orientation session. Adequacy was tied to: clarity of presentation, time spent discussing the elements, relation of the presentation of the elements to other aspects of the meeting, method of presentation, and the amount of communication perceived.

There was higher understanding when group members went through the discussion process of: receiving information and asking questions, evaluating the objectives, and making suggestions. There was low understanding in groups where the initial presentation of the objectives was dominated by the person making the presentation.

Further investigation showed that greater understanding of objectives was positively associated with: the time and emphasis on the presentation of the objectives, the degree to which persons making the presentation agreed on the objectives, and simplicity and logic of the presentation.

Groups that restated their objectives in each meeting had greater understanding of their objectives. Groups that were able to get direct and authoritative answers to their questions about objectives had greater understanding of them. Greater understanding of objectives was found where those reclarifying the objectives were in agreement.

Those groups that had the lowest understanding of objectives can be characterized by: lack of discussion of goals and objectives at the orientation session, and lack of discussion to attempt to reclarify objectives in subsequent meetings.

There was a positive relationship between a group's knowledge of its objectives and the degree to which members were satisfied with their work. In addition, groups that had high satisfaction scores also rated high the adequacy of objective presentation and discussion at the orientation session.

A positive relationship was found between a group's knowledge of the means available and the adequacy with which the means were presented in the orientation session.

Higher understanding was associated with discussion of means in the orientation session. Low understanding was associated with highly dominated orientation.

(See Planning Groups, page 254)

The County Committeeman in Extension Programing

by **BOND L. BIBLE**, *Rural Sociology Specialist, Ohio*

WHAT do county committee members think their job is in extension programing? What do county agents think the committeeman's job is? What is the ideal division of work between these two groups? How can they work together most effectively?

A research study in Pennsylvania gives some answers to these questions. Information was obtained by personally interviewing 170 executive committee members (county advisory group) and 32 county agents in 8 counties.

Determining Roles

Executive committee members and county extension agents from the eight counties answered questions for both role definition and perception of role performance.

The committee members' role in extension programing was assessed from 12 items, describing activities in which committeemen may or may not be expected to engage. In a similar manner, six performance items were used describing activities in which county extension agents may or may not be expected to engage in their work with the executive committee.

Performance items reported here centered around program determination, execution, and evaluation.

More than 70 percent of committeemen and agents indicated that executive committee members were expected to help plan the annual program, to initiate ideas at committee meetings, to secure information locally for the committee, to present reports relative to the program, and to consider planning at all their executive committee meetings.

Agents were expected to provide committee members with the right to participate and assist in the program planning process. Most respondents said that committeemen should be informed on all extension activities.

The job of detailed program determination is often done through subcommittees. Over three-fourths felt that the agent should "permit subcommittees to work by themselves at times."

Committeemen were about equally divided as to whether or not the agent should be obligated to plan the program and then have it approved by the executive committee. Committee members gave more responsibility to the agents than the agents did themselves.

Less than a third of the executive committee members said they always or usually take part in program determination. However, two-thirds of the agents saw committeemen as performing the planning function.

Ideally, program determination was perceived as a cooperative undertaking between executive committee members and county extension agents.

Carrying Out Programs

Committeemen were expected to publicize extension meetings, to officially represent the county extension service when needed, and to assist in locating facilities for demonstration teaching.

There was considerable uncertainty about the committeeman's obligation to assist in determining teaching methods. About one-third of the respondents said committee members should provide such assistance. Apparently, county extension agents varied in use made of committee members in deciding on methods of instruction.

Generally, carrying out programs was listed as a cooperative job, although greater responsibility was assigned to agents. Committee members tended to give more responsibility to the agents for informing people about the program.

Evaluation here refers to the process through which the effectiveness of the extension program is determined. The survey was meant to determine if evaluation was consciously perceived as a part of role obligations. Answers showed that committee members were expected to appraise the extension program and to discuss problems with others.

Nearly half of the committee members indicated that evaluation of the county extension program should be

Committee members, ready to assume their responsibilities, await instruction.

(See The Committeeman, page 252)

Judging for Themselves

by ROBERT HAILE, *Mecosta County Extension Agent, 4-H Club Work, Michigan*

STRAINED human emotions, tears, and misunderstanding too often follow judging at a fair or achievement show. In large shows, often there is a lack of communications and understanding between the judge and member, leader, and parent on just why an exhibit was given certain placing.

Many systems are used to improve understanding—oral reasons or check lists. These systems have their value. But an understanding of evaluation standards and improved communications could be helpful.

The Mecosta County, Mich., 4-H Advisory Council and Awards Committee set out to help control mixed emotions at shows by developing a member-leader evaluation (judging) system.

Teaching Tool

The 4-H Award Committee felt that a member-leader evaluation system could be a good educational tool for the local 4-H club and county program.

For 3 years 4-H garden members, guided by their leaders and agent, have evaluated their own gardens. A scorecard was developed to help teach project standards.

The scorecard gives a good outline for leader-member discussion. In some cases the members, as a club, actually placed their gardens. Their placings were usually the same as the leader and agent.

Project tours gave an opportunity for learning standards, for evaluation, for decision making, for two-way communication, and thus, for a satisfactory educational experience.

The member-leader evaluation system can be used to teach project standards which have traditionally been taught in project judging contests. Additional emphasis can be given to teaching project standards from the beginning to the end of the project in the local 4-H club.

Member Judging

At the calf rally, which is a pre-county fair show to give training in fitting and showing, groups of dairy members were used to place the classes. Standards were explained before placing, and members were called on to give reasons. Official placings or ribbons were not given.

In addition to the county fair, Mecosta County has four district spring achievement shows and a fall show.

This spring, we experimented with member evaluation at district achievement shows and three local club achievement shows.

The clothing awards committee, consisting of leaders, developed clothing and modeling scorecards. In the boys' projects, scorecards were developed at the show before evaluation.

It is an educational feature to develop a scorecard. However, for the sake of uniform standards and time, it may be well to use developed scorecards.

Scorecards were developed and standards were taught. Members looked over other exhibits, rated themselves, and gave reasons for their rating. Uniform colored ribbons were given at the spring district achievement shows.

One 4-H leader and teacher said, "Member evaluation worked very well at our local club achievement show. Members evaluated themselves much more strictly than a judge would."

Some may say this system will upset quality. It hasn't yet. In fact quality has improved because of more concentrated training in standards. The percent of blue ribbons received by Mecosta County 4-H'ers was higher this year than last at the State 4-H Club Show.

For 2 years we have used member-leader evaluation at the fall show. In the fall of 1959 the author lead the evaluation discussion on photography. Members, as a group, evaluated their own projects. Blue, red, and white ribbons were placed on the exhibits. There were no apparent repercussions.

In 1960, at the fall show, leaders guided the member evaluation discussion in all the projects. Members were given a choice of green ribbons or a blue, red, or white ribbon. If a member felt he deserved a blue ribbon, he took it. But if he could not have a blue ribbon, he took the green ribbon.

In two cases, members thought they should have blue ribbons. In re-evaluating, they decided to take green ribbons instead. (I am not discussing the merit of the uniform color ribbon vs. the blue, red, or white ribbon system, but pointing out that in member-leader evaluation the blue, red, and white ribbons can present a problem.)

Favorable Reactions

Grand Traverse County Agent Andrew Olson said, "At a local club achievement, members picked a dress review representative from their club which an adult judge did not pick. This girl went on to win the county dress review."

The member-leader evaluation system is being developed slowly and with caution. There is much to be learned from a scientific and operational aspect.

Judging can be used to develop the boy or girl by teaching decision-making and acceptable standards. There is better member, leader, and parent philosophy. Local 4-H people agree with the evaluation when there is improved communication and the members are involved in the decision.

With training, supervision, and help on the job, 4-H'ers can evaluate how well their own events meet the objectives.

4-H Club Members Help Evaluate Events

by MRS. LAUREL K. SABROSKY, *Federal Extension Service*

HIGH school or college 4-H club members can help evaluate 4-H events and end up enjoying it.

Given some basic training, adequate supervision, and help during the process, 4-H'ers can carry the load of evaluating. They quickly learn the basic principles and can perform informal evaluations objectively and efficiently.

First Experiment

Several years ago, when first asked to evaluate a national event, I asked for a committee of six or eight 4-H members to help. I was not sure that the young people could do what was needed, but I knew that they could be of much help. By the time the event being evaluated had ended, they displayed competency.

Working with us were two extension workers who assumed the role of consultants in 4-H club work, leaving me free as a consultant in evaluation procedures alone.

Because of the success of this first experiment, I have followed a similar plan several times since then.

This is the way we worked. At the beginning of the event the committee of 4-H club members, extension worker consultants, and I met together. I explained that evaluation means judging an activity or any kind of work only in terms of the objectives of that activity or work. We would need information, comments, and opinions from many 4-H members in order to obtain a good picture of how well the event, and its various parts, met the objectives.

This covers about all the basic training the 4-H members received. They elected a chairman and a secretary, and decided when it would be possible to meet each day. This usually turned out to be at mealtime.

First-Hand Reports

They all came to the second meeting, which followed one of the first activities, such as the opening session, registration for the event, or a get-acquainted party.

We discussed what went on, whether the committee members enjoyed it, and what seemed to be the reaction of other 4-H members. Then we definitely related accomplishments to objectives.

For example, if an objective was for the 4-H members to feel welcome and to start getting acquainted with others, we discussed whether this seemed to work. If an objective was for the boys and girls to learn something new, we discussed whether they had learned anything new and whether others seemed to. If the session seemed not to be reaching its objective, we discussed possible reasons.

Developing Skill

Members of the committee were more strongly urged to watch their fellow delegates' reactions, and to talk with them about the activities. They were encouraged to watch for the good things as well as parts that seemed to fail, whatever the reasons. I discouraged fault-finding, and encouraged critical analysis of the situation.

Day by day, our information about the success of the 4-H event grew. Committee members began to organize their own methods of obtaining objective information from other delegates. All information collected by committee members was discussed and recorded by the secretary.

As the event neared its end, there was seldom any reason to remind the committee that we were mainly interested in whether or not the event was meeting its objectives, and that we were not particularly interested in such things as the weather, inadequate food, cold rooms, or misbehaving individuals.

Of course, physical comfort, organization, fatigue, and misbehavior did enter into discussions, and rightly so, as these factors often prevent an activity from meeting its objectives.

At no time was any device such as a questionnaire or opinionnaire suggested or developed. We followed a plan of information evaluation. This demanded less time of the committee and provided more depth to that information which was collected.

The 4-H members in this kind of evaluation have been high-achievement members in 4-H club work. However, they did not necessarily have higher intelligence, training, nor achievement than the others

(See 4-H Events, page 246)

4-H EVENTS
(From page 245)

attending the event. I would be willing to work with any group of 4-H club members, 14 years of age and older, regardless of their achievements. I feel sure they would learn quickly how to evaluate a 4-H event and would provide extension workers with valuable and usable information.

Personal Benefits

The 4-H members who have evaluated a 4-H event felt that they were truly involved in 4-H club planning. I stress the fact that what they find out will help in planning the next year's event. They show enthusiasm for helping to improve and for maintaining the good parts of the event for other members.

Although this method of evaluating a 4-H event involves few 4-H members directly, it makes a real contribution to citizenship development in the 4-H program. A good citizen in our country must want to help others, and he should enjoy doing so; in going through this evaluation process, these 4-H members have felt they were working toward helping others, and they enjoyed doing so.

EVALUATION STEP
(From page 235)

to the masses through a system of carefully selected leaders.

In appraising the involvement of people, extension workers need to determine to what degree: lay leadership has been identified, encouraged to participate, stimulated to act, and trained to do their job; trained leaders are involved in the decision making process; membership of committees is representative of community leadership; and committee members understand their responsibilities and functions.

In planning program content, extension workers and local leaders must examine the existing situation, identify problems, consider alternative solutions to these problems, and formulate objectives in line with satisfying the needs and interests of people. In evaluating this step, several factors must be considered.

Where were we when we started? To report accomplishment, we must have a benchmark about the situation in the beginning.

Was the total situation studied? Were all available facts considered? Were feelings of lay people taken into account? Was judgment of professional people utilized? Did the situation statement reflect trends?

Were people involved in identifying implications of these trends? Did the people recognize needed changes and adjustments as a result of these trends?

Were needs and interests of people stated as problems? Were alternative solutions considered and priorities given? Do the objectives indicate who is to be affected, behavioral changes to be produced, and content to be involved in bringing about the desired change? Since objectives are the focus in evaluating program results, these ingredients must be in each objective and stated in measurable terms.

Launching Programs

In examining the plans for implementing the program, the following questions should be considered.

Are the goals related to program objectives? Is the subject-matter related to the goals?

Are the teaching methods suitable to subject-matter to be taught, teachers' experience and ability, audience to be reached, place the teaching is to be done, and learners' level of understanding? Are the teaching aids appropriate for the material being taught?

Is the opportunity provided for people to participate in the teaching process. People learn from doing and should have some responsibility for teaching.

Has the extension worker scheduled this activity on his calendar? Has he allowed enough time for its completion?

Extension workers need to systematically and continuously look for educational, economic, and social changes in behavior of people. They need to look and listen to those persons named in the objectives and goals for these results.

Gather qualitative and quantitative data on: what you saw or heard, where you saw it or heard it, who said it, and how many times you saw it or heard it.

Complete records and well written reports will aid the evaluator in knowing if the people: have changed their attitudes and interests, increased their knowledge, improved their skills and abilities, and adopted new recommended practices.

Interpreting the Facts

Are we accomplishing what we set out to do in our extension teaching? Have we made progress in getting people to adopt recommended economic and social practices? To what degree have program objectives been attained?

What new situations and problems were discovered as a result of extension teaching? What changes and adjustments will be needed in the existing extension program and next year's plan of operation to better meet the needs and interests of people?

What has been the effectiveness of teaching methods employed?

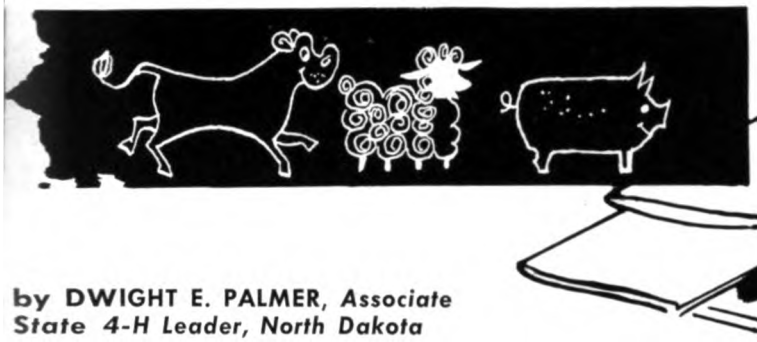
Interpreting and appraising information ties all the other steps together. It should be going on continually.

As the situation changes, we start collecting information again with the people. New and different problems will be identified. Objectives and goals will need to be revised and a new plan of operation made. Thus we repeat the program development process.

Evaluation is a means by which the steps in program development can be made more effective. It is not an end in itself.

If extension work is to move forward in an ever-changing society, it must continuously evaluate the effectiveness of its work. Extension workers must know to what degree objectives and goals are attained. They must have a means of judging effectiveness of various teaching methods.

Extension strives to develop finer families, living in nicer homes, on more productive farms, and in more progressive communities. We cannot make progress by doing more of the same thing in the same way. We must have better reasons for what we do tomorrow, next month, next year. Evaluation can guide us in this direction.



A look at 4-H literature

by DWIGHT E. PALMER, *Associate State 4-H Leader, North Dakota*

THE future rests with our young people. Every society depends on how well it prepares its youth to make decisions and carry the responsibilities of mature citizenship.

This can challenge the best educational efforts of the entire society. Chance and circumstance cannot be counted on to provide the experiences that will help young people become useful, well-informed, self-reliant, responsible adults.

4-H club work has a definite role in this educational process. Learn-by-doing projects offer many opportunities for 4-H'ers to use their hands and minds purposefully.

4-H club publications (literature) are the "textbooks" which provide subject matter information to 4-H'ers. This literature is not the only source of information, but it is an official means of recommending ways of doing things. What is our 4-H literature like?

Study Aims

The author studied the subject matter and readability of 4-H meat animal publications from 46 States. Three particular aims were in mind: To analyze the content, major emphasis and limitations, and its relationship to efficiency of production; to study the reading ease and human interest style of writing; to compare the learning experiences suggested in the literature with the potential contribution of these experiences to the objectives of the National 4-H Meat Animal Programs.

A previous study indicated that most 4-H'ers get project help from parents and other family members. Adult leaders, junior leaders, other people in the community, judging activities, and 4-H circulars are also important aids.

Another study suggested that 4-H'ers often first learn about new practices from circulars, bulletins, and magazines.

If 4-H literature is an important tool in club work, then it has at least two jobs:

Provide enough vital information about the specific teaching objectives and suggested learning experiences recommended for the project.

Present this information in a way that can be easily read and understood.

If publications can do these two things, they can be effective teaching tools in 4-H club work. If the literature fails to accomplish these two jobs, its effectiveness will be limited.

Literature Emphasis

Three topics of subject matter information predominate in the meat animal project areas. They are feeds and feeding, selection of animals, and fitting and showing animals for exhibit.

Marketing, grades and grading, recordkeeping, judging, financing projects, and management suggestions are not in many publications.

Generally the topics that predominated in the literature were also related to efficiency of production.

The subject matter emphasized in the literature would be more helpful in achieving objectives No. 2 and No. 3 of the National 4-H Meat Animal Programs (beef and swine) than in achieving the other objectives outlined in the National 4-H Awards Handbook.

The information, however, is too narrow to assure a member of enough learning experiences to adequately achieve even these two objectives. There is much more to the livestock breeding, production, and management business than feeds and feeding, selection of animals, and fitting and showing of those animals.

A random sample of all publications was analyzed for reading ease and human interest according to the Flesch Formula. Meat animal publications are generally quite readable, especially from the standpoint of reading ease. The human interest factor in the writing of this material could be improved.

Flesch says this about the human interest factor in writing: "I consider the human interest factor more important than the reading ease factor. After all, if a reader is genuinely interested in what he is reading, he may be able to work his way through long sentences and difficult words; but even if you write primer style, he may not look at your stuff at all if your presentation is as dull as dishwater. Reading ease simplifies the job of reading; but human interest provides motivation—which is much more important."

Implications for Extension

Information in the 4-H meat animal literature emphasizes selection, feeding, and fitting and showing an animal for exhibit. No doubt this is a popular and glamorous phase of 4-H livestock project work. Our educational obligations in extension youth work seem to require that meat animal project members be exposed to broader learning experiences.

Extension specialists who write 4-H literature should have a working knowledge of a readability formula and then should regularly evaluate their writing style.

Each person preparing 4-H meat

(See 4-H Literature, page 251)

RD ORGANIZATION

(From page 239)

organizations have coordinated their program efforts. This appraisal is directed at both State and local levels.

Another question calls for an estimate of the degree of emphasis given the stated objectives of the Rural Development Program. The form also provides an opportunity to indicate degrees of program emphasis on other objectives.

The third section of the Guide stresses an appraisal of program results. It calls for a summary appraisal and estimate of progress, using level of expectations as a frame of reference.

This third section also provides a format for a record form that might be useful to inventory projects and accomplishments in each pilot county. Some States have used similar devices effectively.

This form includes columns for itemizing: major problems, agencies or organizations contributing to the solution of each major problem, specific projects or actions taken, the current status of the projects (planning, in process, completed), and specific accomplishments. The form illustrates the type of entries that should be made in each column.

As a concluding summary appraisal, the Guide calls for free-answer responses regarding the most troublesome problems encountered, the most impressive accomplishments, and possibilities for future improvement.

Evaluation Uses

The major purposes of this simple approach to evaluating Rural Development are to stimulate reflection and further motivate systematic appraisal of the program. It is not a substitute for a comprehensive study of Rural Development's effectiveness.

The Guide can be modified for use in a wide variety of situations. For example, Texas and Arkansas are now appraising the Rural Development Programs with similar but more comprehensive instruments.

Extension has been given the coordinating responsibility in this program and the results of these and similar evaluations should be helpful in identifying deficiencies and determining the overall effectiveness of program organization. An added benefit is that these analyses are highly educational and meaningful to those who participate in the evaluation.

All extension workers evaluate. When it is done systematically, judgment based on the results will be more meaningful, reliable, and useful.

DO YOU KNOW

(From page 236)

type of extension cord?" The dealer explained that he had several hundred requests for this type of cord and didn't have them in stock.

Wasn't this an evaluation? It might have been more effective if the agent had followed through and asked other dealers in the county about requests for the specific type of cord. Better still, it could have been planned in advance.

Another agent wrote a series of news articles on foods. She asked the office secretary to keep a record of the number of telephone calls related to foods before the articles were published and during the next few weeks after publication.

The number of calls relating to foods increased tremendously and the number mentioning the article gave a clue to the number reading the article. This was informal, but planned ahead.

A county agricultural agent sent out self-addressed stamped postal cards to a sample of 100 farmers four times a year. These cards had three or four questions on current problems or on use of a practice.

One card was on the use of a new poison for boll weevils. Were farmers using it? What success did they have? Where did they hear about it? This agent had a wealth of evaluative material at his fingertips!

At a meeting I attended recently, the extension worker used this method for an informal evaluation. Those attending the meeting were asked to form subgroups of 3 or 4 people each and discuss the following questions—prepared ahead of time and typed on cards:

If you were telling someone else about this meeting, what would you say were the most important points?

If you were planning this meeting for a group of people in your community, what changes would you make?

Groups were asked to write their replies, report back to the group and turn in the cards. This gave some idea of whether the main points of the meeting had been learned and how the group felt about the meeting.

The extension worker must decide for himself the kinds of evaluation to be done. Some evaluation can be done almost every day if a person is evaluation-minded and learns a few basic principles and techniques.

Formal or Informal?

Either formal or informal evaluation should be planned to be of most value.

Looking and listening with a purpose pays dividends. Know what to look and listen for. Be specific. Limit number of items on types of behavior. Observe many times and places with many people. Observe positive and negative reactions. Write down what you saw and heard, how many times, where you saw it and who was being observed. Be objective, not interpretive, when observing.

When should you attempt more formal types of evaluation? Some counties may never do a large formal study, even though small formal ones may be done. Perhaps a good philosophy would be the idea of a long-time evaluation plan in line with a long-time program. A comprehensive situational study may be made as the basis for a long-time plan. Small annual evaluations may be made, and at the end of a 5-year period, an extensive, formal evaluation could be made of results.

In summary, plan evaluation when programs are planned. If there is time to teach, there should be time to evaluate. Evaluate small parts of a program at one time and use many methods.

Try it. You may be doing better than you think. And if you are not doing as well as you think, you should know that, too. Evaluation can help you to know the difference!

WHAT PEOPLE WANT TO KNOW

by **GRAHAM HARD,**
Clothing Specialist, Texas

PEOPLE want information that will help them become better buyers of wearing apparel.

This was brought out in a study conducted by the four clothing specialists for the Texas Agricultural Extension Service in 1958.

Mass media outlets—newspapers, radio, and television—were used to supplement the regular group activities of the county home demonstration agents in four Central Texas counties. Agents disseminated specially prepared leaflets on buying sport shirts for men and boys, street dresses for women, and school dresses for girls.

Specific information homemakers requested during the study concerned fitting, buying, care, planning, and construction details.

Plans for this study grew out of the need to reach more Texas people with information on buying wearing apparel. Clothing specialists also were interested in knowing what specific information was wanted by those who buy family clothing.

Traditionally the home agents have worked through organized home demonstration clubs. To reach more people in a shorter time and learn their needs, we felt that a different approach was needed.

For the past 10 to 12 years, clothing programs have emphasized construction. Requests for help on buying clothing were increasing. Research on family and individual clothing also indicated the need for educational programs on buying clothing.

Mass media was used to reach more family members. The program planned was on buying sport shirts, street dresses, and school dresses.

The clothing specialists prepared special leaflets on buying these items for the home agents to distribute. Agents were also given suggested newspaper articles and radio and television scripts. Tapes and film strips were prepared for the county agents and radio-television farm directors.

A four-county area near the center of Texas, considered fairly representative of the State, was selected for the study. The counties were Travis, Bastrop, Hays, and Williamson. Mass media outlets selected are available in all four counties. All of the subject matter was presented in a 3-week period, giving one subject per week and using all media.

A random sample of 400 households, 100 per county, was selected. About 2 months after the information was released, questionnaires were completed by personal interviews. The sample included rural and urban areas and all racial groups. One adult in each household was interviewed. In most cases this was the homemaker.

Specific objectives of the study were: To learn some of the problems of clothing the family and the types of information wanted on them; and to determine the effectiveness of mass media in teaching consumer information on buying family clothing.

Results Recorded

Thirty-eight percent of those interviewed received information on one or more of the garments by one or more media. This suggests that someone in about 20,000 households in the four-county area received some of the information.

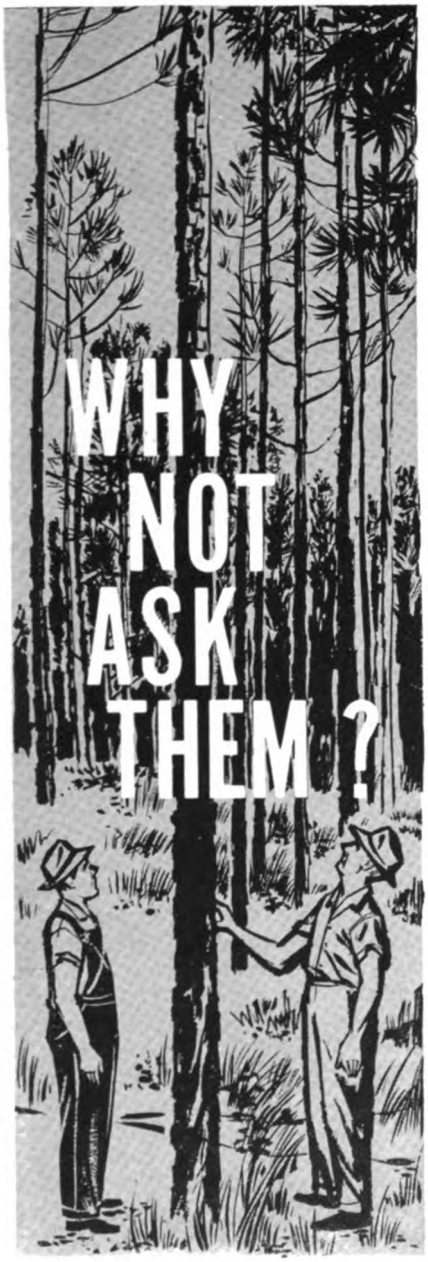
Those who had received the information were asked if they had bought sport shirts, school dresses, or street dresses since then. Forty-two had. Sixty-seven percent of those had used the information as a guide in buying.

Seventy-one percent of those who received the information said it would be helpful in future buying.

Sixty-two percent of those who received the information said they would like similar information on other articles of family clothing.

Thirty-eight percent of those interviewed reported problems in clothing their families. Specific information desired, in the order in which they were most often mentioned were: fitting, buying, care, planning, and construction.

This study indicates that a large number of people can be reached with consumer information by mass media. Use of several media, at the same time, with the same subject matter, within a given area seems effective in stimulating people to use the information received. As proof of our belief, we have passed the program material to other Texas agents.



by IVAN R. MARTIN, *Extension Forester, Alabama*

PEOPLE can give you a pretty good picture of where they stand if you ask. So, why not ask them?

"The public needs more information on how to estimate the value of a growing stand of young timber."

"Need more assistance with selective cutting."

"More interest in forestry now since paper mills are close by."

"People paying more attention to timber since it brings in more money."

"Older farmers are harder to sell and most of them are not sold on selective cutting."

"We know it pays to keep down fire and keep livestock off timberland."

Whose statements are these? No, not foresters, small woodland managers, nor industry people. These comments were made by small woodland owners who do not follow recommended management practices, called nonmanagers.

Surprising? Not when you know these nonmanagers better. And this was the main purpose behind a study of 80 of Alabama's small woodland owners. Forty-nine of these had never applied management practices to their timber holdings. County agents acted as interviewers in the survey.

Characteristics Noted

Nonmanagers seem to poke holes in old ideas. For instance, most small woodland owners wouldn't borrow long term money for improving their woodlands. They'd like to borrow on woodlands to improve their farms in other ways.

Woodland owners don't all need forestry education. This was indicated by an analysis of proceedings of the Small Forest Ownership Conferences held throughout the South. They already know that fire is bad, grazing in timber is bad, selective cutting is good, timberstand improvement is good, standing trees can be measured, and how weed trees can be killed. At least they know where to get this type of information.

These nonmanagers own just as many tractors, hay balers, and combines as their timber managing neighbors. They have just as many radios, TV's, freezers, hot running water, and electric dishwashers.

Nearly half of them are high school graduates; one out of six went to college, and one out of 10 graduated.

How about their adoption of other recommended farming practices? Nonmanagers drop a little here when compared with woodland managers. Yet nine out of 10 use hybrid seed. Three out of five test their soil and two-thirds rotate their crops. Eighty percent plant winter cover crops.

This brings us to attempts to determine how forestry nonadopters rate when tested on another practice, say soil testing. Will they be nonadopters, or innovators, or somewhere in between?

Many small woodland owners who rejected forestry readily accepted soil testing. Only 25 percent refused to adopt it, and 50 percent rated as innovators or early adopters.

Direct Questioning

There was apparently little correlation between nonmanagers and money, education, equipment, living level, or adoption of other practices. So we designed questions which might reveal their reasons for not being interested in forestry.

Nonmanagers rated the following as the most important deterrents to forestry acceptance: need available funds for other farm expenses, too long to wait, and too much other farm work.

Least important reasons, in their opinions, were the suggestions that tree growing was: too risky, too complicated, or would not pay off.

When quizzed on what they enjoyed most at forestry demonstrations and meetings, farmers showed a distinct preference for the social contacts. They liked talking with friends about forestry, weather, boll weevils, etc. They gave third preference to "listening to people on the program."

When nonmanagers were asked what would be the most effective teaching methods, they preferred individual visits by foresters and agricultural workers. Forestry Field Days were next in preference. But "2-day forestry schools" and "bigger ASC payments for forestry practices" rated low.

The most obvious need for information pointed up by the study was in marketing. Most nonmanagers sold by verbal agreement and by boundaries (bulk sale) or diameter limit. Only 10 percent had their timber estimated, and only one man had asked for sealed bids.

Nonmanagers have passed the awareness stage. They have attended

(See Ask People, page 252)

BREAKTHROUGH TO LARGER AUDIENCES

by HOWARD DAIL, *Information Specialist, California*

How do you evaluate short courses designed to break through the traditional small group to reach a larger clientele? What will such an evaluation show?

These were the questions faced by Mrs. Winifred J. Steiner, home advisor of Santa Clara County, Calif., as she finished the last of three short courses on home furnishings.

Early Preparation

The program consisted of two courses for beginners and one for advanced. Each course was held in the cities of Palo Alto and San Jose, thus reaching mainly urban and suburban women. Four meetings were held weekly from 10 a.m. to noon.

Mrs. Steiner aimed to reach a large number of women. She gained the cooperation of merchants who helped arrange meeting places, sponsored posters, and distributed the announcement in their monthly billings. They also loaned furnishings for the demonstrations.

Newspaper womens' page editors gave support in their columns. Mrs. Steiner also publicized this in her newsletter which reaches some 1800 persons.

Earlier Mrs. Steiner had decided that some evaluation was needed. The attendance had been good—some 71 percent attended all four meetings in her advanced course. But had homemakers put the teachings to work?

Mrs. Steiner selected from her advanced short course a probability sample of 18 percent of the persons who enrolled. She, Mrs. Jewell Fessenden of the Federal Extension Service, and Glenn Marders, extension specialist in administrative studies, developed a questionnaire. Then Mrs. Steiner personally interviewed the homemakers.

Forty-one of the homemakers indicated that they had made or planned changes in, or additions to, furnishings as a result of the decorator courses. These women averaged 14 changes completed, underway, or definitely planned. The number of changes completed averaged 8 for the homemakers.

Showing Influence

Of the 42 families contacted, 12 reported changes in 2 rooms; 10 reported changes in 3 rooms; 12 indicated changes in 4 rooms; 6 stated changes had been made in 1 room; with 1 mentioning 5 rooms changed, and 1 reporting no changes. Most of the changes were in the living and bedroom areas.

Of the living room changes completed, the most common was removing excess or unneeded furniture. Then followed regrouping furniture, buying new furniture, regrouping pictures, and changing lighting.

Most changes completed in the bedrooms dealt with painting. Removal of excess furniture was next, with drapery improvement and regrouping of furniture third. Painting was often the most popular improvement in other rooms.

Total changes ranked in order as: painting, removing unneeded furniture, installing or changing draperies, regrouping pictures, purchasing new furniture, and improving lighting.

Of those who redecorated, 14 indicated that the improvement presented problems, 8 stated that it did not, and 18 did not reply. Among the top problems listed were difficulty in finding right colors and items, and limited time for shopping.

The redecoration was a family enterprise in most cases. Paid help was used by 13 persons. Thirty-four persons indicated interest in additional improvement and 37 were interested in further study programs.

Respondents indicated that friends had shown an interest in their improvements and asked for information, thus extending the home advisor's training.

Eight of the respondents believed their husbands would be interested in a further decorator course at an evening hour. But 25 indicated their husbands would not.

Mrs. Steiner plans to follow the same pattern in future courses. She believes this has proven a successful way of breaking through to large audiences not previously reached by Extension.

4-H LITERATURE

(From page 247)

animal literature should keep in mind his State's specific 4-H teaching objectives for each project. A teaching effort or an educational program cannot be evaluated adequately unless there are some specific objectives to evaluate against. Periodic evaluation should be an important part of program development and execution.

It appears that State 4-H staff members with specialized training in understanding young people and extension livestock specialists who write most of the 4-H meat animal literature should do more cooperative planning when preparing 4-H meat animal publications.

SPARK PROGRAMS

(From page 240)

Civil defense was selected as the number one topic for discussion at the 1960 annual meeting of the Ogle County Home Bureau units.

Because of high interest in farm management, a 4-week short course in farm management is being scheduled in cooperation with a State extension farm management specialist. Following the course, a building and equipment tour is scheduled on two well-managed farms.

High interest in the 4-H program has brought more emphasis to this phase of the extension program. Extension staff members are developing a special program to train 4-H club leaders.

Suggestions for Future

For other counties which may want to take a survey, Fulkerson and Mrs. Barnes make these suggestions based on their experience.

Take the survey during the winter when farm work is not too pressing. April proved late for getting council members to interview and for getting people to answer questions.

The survey required about 45 minutes with each person. With well-trained interviewers, this length might be all right, but in our experience it was too long.

Be sure that all those making interviews fully understand the reason for the survey and are ready to take the responsibility to carry out the interviews assigned. Unless people are really sold on the value of the survey, it might be better not to ask them to make interviews.

The full benefits from taking a survey will not all show up at once. Some of the benefits have already stimulated interest in certain programs. But even more benefits are expected in the years to come.

THE COMMITTEEMAN

(From page 243)

entirely their responsibility. County extension agents saw program evaluation as a cooperative undertaking.

In general, extension agents tended to overemphasize committee behavior. Agents possibly visualized the committee as an active, participating, county group. They may have responded to the performance of the more active members.

Committee members responded in terms of their own performances. If only a part of the committee membership is active, the question arises as to the need for the inactive members.

Committee members felt they should assume more responsibilities than they now have—even more than the agents felt they should.

About 40 percent of the executive committee members said they had received instruction for their job. Those who had training were in greater agreement as to their responsibilities and were better satisfied with the functioning of the committee. Also, members who served as leaders and had continued contacts with agents and other committeemen understood their responsibilities better and were better satisfied.

Developing Committees

Executive committee members gave these suggestions for improvement of the committee: 1) give more responsibilities to committee members, 2) select members who are interested and will participate, 3) rotate members on the committee so that members serve for a definite time period, 4) instruct committee members, 5) have better planned committee meetings, and 6) make the committee more representative of the overall extension program and clientele.

Seven out of 10 committee members came from full-time farm families, whereas three out of four families served by the Pennsylvania extension service are nonfarm.

On the basis of present research the following may guide the development of more effective advisory committees:

- County extension agents, as well as supervisors, need to agree on the purpose and the responsibilities expected of the county committee. Agents should agree on their responsibilities to the advisory committee.
- Select committee members who will participate actively in meetings, who are interested in the extension program, who represent extension clientele, and who have a community as well as a county orientation to problems.
- Committee members should receive systematic instruction for their job.
- Committee members should help plan the extension program. County and State extension staffs will have to provide leadership in the planning process.
- Committee members should help evaluate the program. Criteria for appraising the total program should be provided.
- An agenda distributed in advance will help bring committee and program closer together. Planned meetings should encompass the total extension program. They should be productive, interesting, and punctual.

County extension advisory committees are a key communication link between professional extension workers and local people. The advisory committee is too often misunderstood and neglected.

Teamwork between county extension agents and advisory committee members will be improved if agents have: knowledge and understanding of committee organization to provide for effective functioning, leadership skills to provide guidance for the committee, and favorable attitudes toward the advisory committee and the contributions it can make.

ASK PEOPLE

(From page 250)

forestry meetings. They do not lack information on how to proceed. Many are still in the interest and evaluation stages. This indicates a need for increased use of mass media to convince them. It also points up the importance of the influence of neighbors and friends.

Mass media and local leaders are proven extension aids. Perhaps an intensified forestry program in these two areas could reduce the number of nonmanagers.

Forestry is too important to be neglected. Our Alabama study indicates that extension's tested methods, if applied to forestry as conscientiously as in other subject matter fields, will produce results.

Putting VALUE *in* EVALU*ation*

by DOROTHY M. SHERRILL, *Home Management Specialist, Oregon*

To be honest, the thing I liked best was that my husband and I talked over our feelings about money management and discovered some of the basic causes of our perennial disagreements."

"We found the long range view encouraging when we had been struggling along from payday to payday."

Comments such as these show values people found in a series of meetings on Making the Most of Your Money.

The series was held in Washington County, Ore., in February 1960. Five months later we conducted a mail evaluation. This waiting period gave us a chance to find out how deep an impact we really made.

Personal values expressed by participants have become "double-barreled" because they are also valuable to us in extension. They provide the means for us to capitalize on the successes of this pilot program in the initial year of Oregon's home management project in family finance.

Originally the evaluation was to find out whether or not we met needs of the 153 people who participated? Did we change their viewpoints? Did people do anything to improve their money management? What should we do to improve the series?

We got answers to these questions. But there was more than that. Responses are serving as tools for building expanded programs.

Using Direct Quotes

We used a majority of open end questions. We felt tabulation problems would dwindle when we set them alongside the values of direct quotes from participants. And our hunch was right. Today these quotes are strengthening our work with planning committees as they set up programs in other counties.

Direct quotes are also making newspaper and radio publicity more effective. What better way to hit home than to use phrases which "sound exactly like our family."

These quotes are having another use, too. Previous experience taught the value in the slogan—Use the User. We are putting this into practice as we plan a second series in another part of Washington County.

Agents are sending a popular version of evaluation results to each participant in the first series. We think they'd like to know how their group rated the sessions. The cover letter will include an announcement about the new series. We'll miss our guess if those who found value in the program don't do a real job of recruiting participants for the next series.

Weighing Influences

This evaluation has proved to be good for morale of extension staff, too. It isn't hard to take the news that 99 percent found value in the series, with two-thirds rating it "very helpful." And the 86 percent who asked for another series tell us that we did reach our objective of making people aware of the vast area covered by family finance.

So much has been said about the word "budget" being taboo and about families not wanting to set up a budget that we almost believed it. We set out to give budgets a new image. Change them from "money strait jackets" to a plan for achieving what you really want in life.

Reactions during the session on budgets had given us an informal evaluation. It's pretty easy to connect lights in the eyes of participants with success of your objective. But our success was cinched when the written evaluation showed that so many had really designed a family spending plan.

Other values show ways to improve the series. Requests for more discussion have caused us to build this into program plans.

Over one-third said they would like subjects covered in more detail. This has given us some questions to ponder. Did we burn up the material too fast? Should we have covered fewer topics in the time allowed? Or should we have had more sessions to cover the same five topics?

Because a study of money management is new to most people, we felt that a program on several topics would have wide appeal. We felt that a more detailed approach on only one or two topics would be in the more-than-we-want-to-know-about-the-subject category and wouldn't draw much attendance.

For the moment we are using one of our overall project objectives to help us decide how to proceed. Our aim is not to teach "all there is to know" about family finance. Rather we hope to start people on the right track and stir up enough interest that they will move ahead on their own.

Perhaps we will try the more detailed study in the future. Meantime, we've chosen to continue the short series on several topics. But we are going to strengthen our program by being more specific about where and how participants can get more information.

Reaching Young Marrieds

The evaluation also firmed some of our ideas about groups we would like to reach. A questionnaire used at the first meeting in the series told us that the majority of participants were between 30 and 59 years of age. Younger couples were few and far between.

Both informal comments and formal evaluation told us we should try to get more young couples to attend. But how? Polk and Marion Counties are working on a pilot program now to help us find an answer.

Agents hand picked eight young couples who have been married between 1 and 5 years. We let the entire group plan the series at its first

(See Value, page 254)

POINTING THE WAY

(From page 241)

Major concerns of the people lie outside of traditional areas of extension's educational activities.

Citizens need planned educational opportunities to discuss concerns, consider facts, and make decisions about issues confronting them.

Yuma County Extension Service needs additional educational resources in order to conduct educational programs that will help citizens resolve public affairs issues.

Through a well-planned and executed survey, an invaluable reservoir of information has been obtained upon which important extension program planning decisions can be based. The people have pointed the way.

VALUE

(From page 253)

meeting. One of our objectives is to start them on the road to good money management. But equally important is finding out their reactions and hearing them talk about the values they find in this series on Money Matters for Young Marrieds.

We are doing informal evaluation during this series, but intend to follow with the formal evaluation. We expect that what these folks have to say will carry tremendous value in reaching other young marrieds throughout Oregon.

Doing this evaluation has caused some "change to take place between our ears." Evaluation has a new image for us. It's a means to bigger and better programs which will pay off in more happiness and satisfaction for the people in Oregon.

We'd say that's putting real value in evaluation.

MEASURING DREAMS

(From page 237)

Even the simplest evaluation takes time, energy, and mental effort. Is the light worth the candle? You be the judge. Constant evaluation will result in:

Better program planning. To build measurement into a county program, planners must think clearly about situation, clientele, and objectives. They must think about timing and resources. They must designate responsibilities.

More intelligent program modification. Evaluation may show, "It's later than you think!" This is a challenge! Or it may show you that you are on the wrong track.

Better public relations. Reports of accomplishments, based on factual information, win respect and cooperation. Radio programs and news releases become more meaningful if they grow out of objective data, rather than from wishful thinking.

A basis for future planning. We have to know how far we have come if we are to know how far we still must travel. We need to know if we are using the best vehicle, the best driver, and the best fuel to reach our destination. And we need a basis for deciding if we want to continue toward the destination. Evaluation will provide the answer.

Professional satisfaction. It would be sad, indeed, to end a career without having experienced the satisfaction that comes from knowing that an objective has been reached, a job has been well done. Don't let this happen to you! Be alert, discerning, perceptive, objective. Measure your dreams!

PLANNING GROUPS

(From page 242)

High understanding was associated with these three kinds of discussion: information and clarification, evaluation and analysis, and suggestion. Groups that had high understanding, although given no opportunity for discussion at the orientation session, did evaluate and make suggestions in subsequent meetings. Those with low understanding did not clarify, evaluate, or suggest in any meeting.

In addition, there was a high relationship between understanding of the means and a belief that means were clearly explained.

Little time or emphasis was given at the orientation session to developing an understanding of authority as an element of a planning group. Groups which best understood their authority gained this understanding at sessions following orientation.

Reclarification usually came from specific questions. Groups which best understood their authority were those which moved through the discussion sequence of asking for information and clarification, evaluating the ideas expressed, making suggestions about their authority.

Additional findings indicate that greater understanding of authority is associated with: the degree to which a clear statement of the authority structure is prepared and presented to groups, the degree to which the predetermined authority structure is reclarified consistently and the degree to which there is agreement among those people making reclarifications.

Implication Drawn

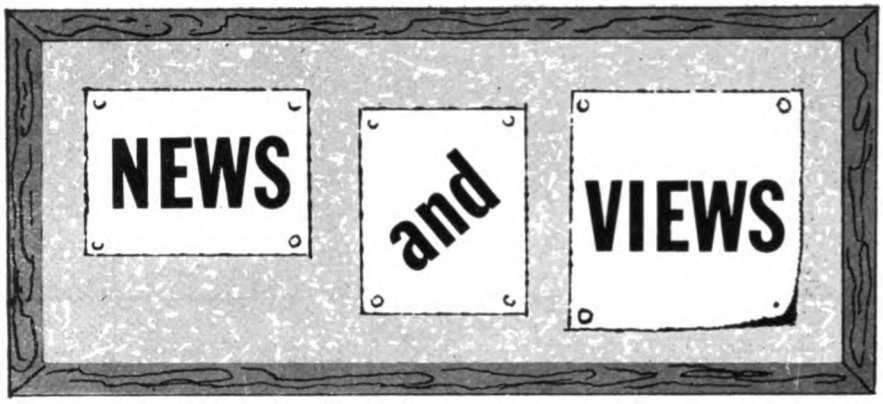
As extension personnel form and maintain program planning groups, the importance of communicating at least three social system elements—ends, means, and authority—should be recognized. The staff should have these elements clearly thought out, agreed on, and written down.

Orientation meeting plans should consider: adequate time, visual and oral presentation, questions and discussion, evaluation, and suggestion. The elements should be written to aid in understanding and for referral in subsequent meetings. Steps should be taken to assure reclarification or reaffirmation of the elements as the work groups proceed.

Though it is possible for group members to obtain relatively high understanding of their ends, means, and authority in subsequent meetings, it seems more efficient, in terms of total time used, to emphasize these elements in the orientation session.

The high relation between satisfaction with work and motivation is well established. Satisfaction with work is highly related to understanding the objectives.

Editor's Note: Data in this paper is from Iowa Experiment Station Project No. 1278, A Study of Intensive Extension Education. The project was conducted in cooperation with the Iowa Cooperative Extension Service and the W. K. Kellogg Foundation. For more details, see Group Formation and Maintenance, Roswell C. Blount, M. S. Thesis, Iowa State University, Ames.



Three Promoted On FES Staff

Dr. Edward W. Aiton, member of the Federal Extension Service staff since 1944, has been named Assistant Administrator for Programs. He succeeds Gerald H. Huffman, who recently became Deputy Administrator.


E. W. Aiton

In his new post, Dr. Aiton will have leadership for the five FES program divisions—agriculture, home economics, agricultural economics, information, and 4-H Club and YMW. He headed the latter division for the past 9 years.

The new assistant administrator is widely known among educational, scientific, agricultural, and industrial leaders throughout the country. He also has served educational programs abroad, having worked in the International Farm Youth Exchange program in 13 European countries and in leadership training in 11 countries of Southeast Asia.

A native of Minnesota, Dr. Aiton served as county agent, information specialist, and assistant State 4-H club leader on the Minnesota extension staff before joining FES. In 1951 and 1952, he took leave from the Extension Service to become first executive director of the National 4-H Club Foundation.

Mylo S. Downey, former assistant director, succeeds Dr. Aiton as director of the 4-H Club and YMW Division. A Maryland native, Mr. Downey was Maryland State 4-H club leader before joining the FES staff in 1954.

New assistant director of 4-H club and YMW work is John Banning. He has been with FES since 1956 and formerly served on the Indiana State 4-H staff.

BOOK REVIEWS

FOREST AND SHADE TREE ENTOMOLOGY by Roger F. Anderson. John Wiley and Sons, Inc., New York, 1960. 425 pp. Illus.

This book is a manual of forest, shade trees, and wood products entomology.

About one-fourth of the book deals with the basic aspects of entomology. The remainder treats specific forest insects. Chapters in this second section are devoted to discussions of defoliating insects—bark beetles, wood boring, and sapsucking insects; those that damage buds, twigs and seedlings, and roots; and cone and seed-destroying insects.

The tables or keys and illustrations should prove helpful in identifying the forest insect pests. Liberal use has been made of headings, subheadings, and side-headings.

The book would be useful to specialists and county agents confronted with problems in forest and shade tree insects.—*M. P. Jones, Federal Extension Service*

FOOD FOR AMERICA'S FUTURE by twelve authors. McGraw-Hill Book Company, Inc., New York, 1960. 167 pp.

Will America be able to feed its 245 million people in 1975? The opinion of these men is a unanimous, "yes."

Firman E. Bear, Soil Science magazine, says: "Assuming adequate supplies of push-button energy from petroleum, coal, and gas, from wind and falling water, from nuclear fission and fusion, and from the sun, we should be able to produce enough food in this country to feed 1 billion—1,000 million—people and to feed them well."

Byron T. Shaw, USDA, says that research for abundance depends on many factors. Adequate manpower and facilities and the cooperation of all those concerned with getting research results into practice were listed among the most important ones. Not only the scientists themselves but legislators, educators, extension workers, farmers, and industry are involved in helping agriculture meet the demands of the times.

Herrell F. DeGraff, Cornell University, points out that just as today's farming is different from that of a generation ago, tomorrow's farming will be fully as different from today's. Family labor represents about three-quarters of the total labor force in American agriculture. He thinks the main purpose of it all will be to make farm-family labor sufficiently productive to permit the farm family to live as other American families live.

The twelve authors, in the twelve chapters of the book present very useful information on this timely subject. It should be of special value to discussion leaders on program projection.—*Richard E. Burleson, 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.**

G 73 **Wood Decay in Houses—How to Prevent and Control It—*New (Replaces the part of F 1993 dealing with wood decay control)***

L 480 **Stanby Electric Power Equipment for the Farm—*New***

Fact or Opinion

by ALFRED L. JONES, *Assistant McNairy County Agent, Tennessee*

EVERYONE has a right to his opinion, but no one has a right to be wrong with his facts.

In a meeting of agricultural workers and rural ministers a few years ago, Dr. James W. Sells with Progressive Farmer magazine asked, "How many 4-H club members in McNairy County went to church or Sunday school last Sunday?" My reply was an opinion.

My answer to Dr. Sells kept bothering me. How did my opinion rate with the facts?

Seeking Facts

In February 1959, at a 4-H club meeting, each member was given a blank card and asked to answer three questions:

How far do you live from a church?

Did you go to church or Sunday school last Sunday?

Why?

These questions were answered by more than 1,300 boys and girls between 8 and 16 years old.

The question produced a variety of answers—73 different reasons for going to church and 64 excuses for not going.

Use of the information has varied. Several ministers have requested copies of the summary.

The questions were intended to emphasize the Heart "H." It is a simple device to encourage youth to be better boys and girls.

Attitude Survey

McNairy County's next informal survey with 4-H members concerned their attitudes toward 4-H. There were 30 questions, and only a random sample of clubs and members participated. Some of the questions were:

Would you pay to join the 4-H club? How much?

Do your parents know what your 4-H projects are?

Does your school teacher mention 4-H in the classroom?

Do you know the pledge to the 4-H flag?

Do you know the pledge to the American flag?

The purpose of this evaluation was to get some definite ideas that might be used in the yearly plan of work with 4-H.

From this survey, it was noted that some of the 4-H members confused the 4-H motto and pledge. Less than 80 percent of those interviewed knew the pledge to the American flag.

As part of the plan of work for 4-H clubs it was suggested that every club in the county use, in their monthly programs or meetings, the 4-H motto, the 4-H pledge, and the pledge to the American flag.

Another informal survey concerned the Health "H" of 4-H. It is frequently said that children do not eat breakfast. To get the facts about the boys and girls in McNairy County we asked them, "Did you eat breakfast this morning?" To clarify the question they were instructed to consider as breakfast anything they had eaten from the time they got out of bed until they got to school.

The next question was a check list of things they may have eaten for breakfast.

This survey showed that 93 percent did eat breakfast, but 94 percent failed to eat a balanced breakfast. In every case fruit was left out.

The next program at each 4-H club was based on the importance of fruit in a balanced breakfast.

Future informal surveys will concern smoking, hobbies, study habits, safety at home and school, spare time activities, and others that will fit into the 4-H program and plan of work.

Using Results

One reason for asking such questions is simply to get to know better those people with whom we work. Answers from such simple questions are real. They are not cluttered with detail.

Some of these questions may seem too personal or controversial. Most any question asked might be answered with, "None of your business." The boys and girls are made aware of this in the beginning, and we ask that no names be written. However, many do write their names, with the remark, "I'm proud of my answer."

These informal surveys are devices by which problems may be identified, which is the first step in extension teaching.

Try asking some simple questions of the people with whom you work. You may find opinion and fact far apart.