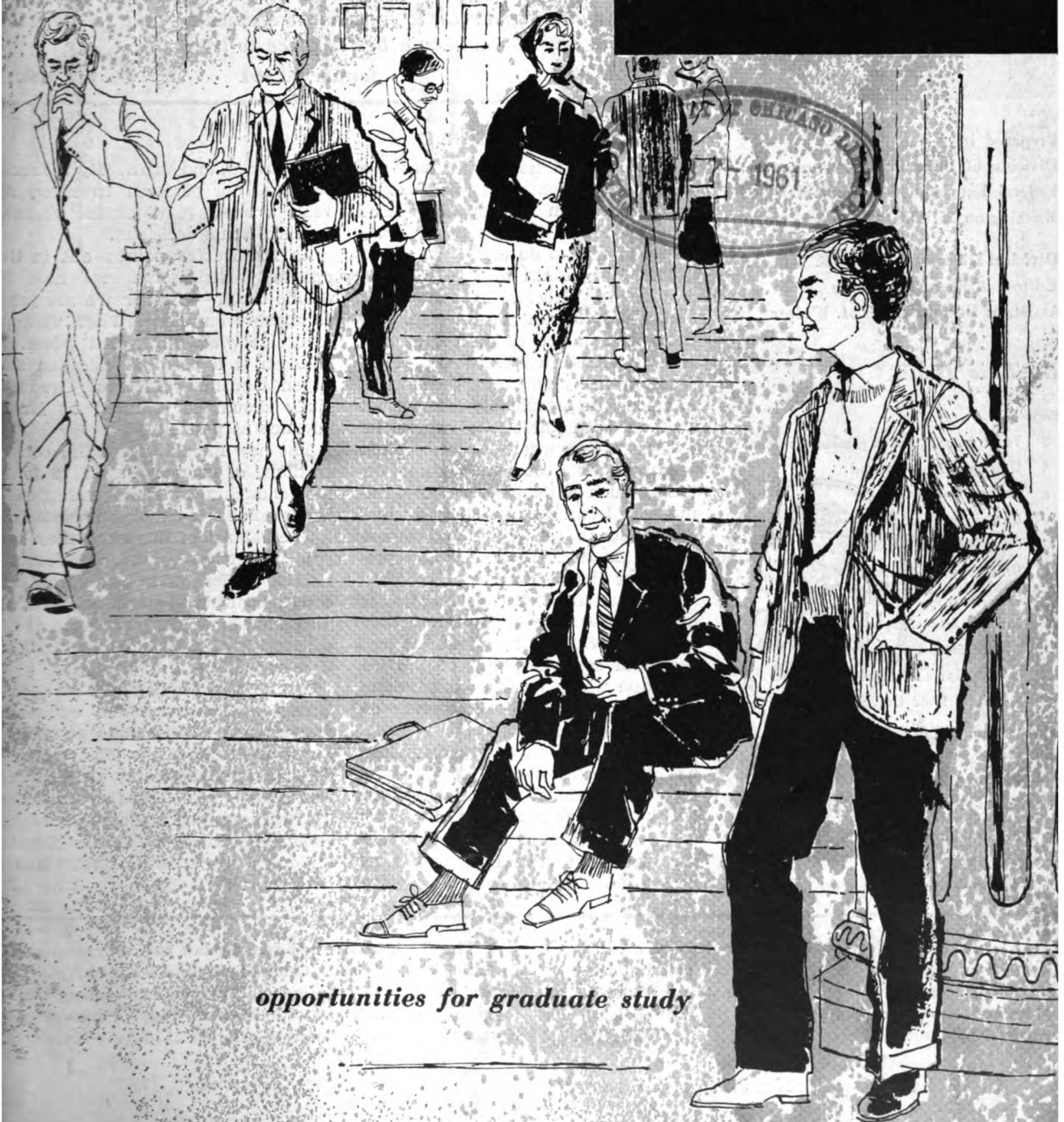


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EXTENSION SERVICE  
*Review*

JANUARY 1961



*opportunities for graduate study*



Official monthly publication of  
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*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 the community.*

*The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes, and to for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agencies 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 home and community a better place to live.*

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**EAR TO THE GROUND**

This month's issue continues our tradition of featuring professional improvement in the opening issue each year. And January is an appropriate month to do this.

The first month of the year, according to Webster, is named for Janus, the Roman god of gates and doors and hence of all beginnings. He was represented with two opposite faces, probably symbolizing the faces of a door. So presumably Janus could look in both directions—where he had been and where he was going.

January is a customary time for taking such a double look. A businessman looks back at the year just completed to see how his business fared. He takes inventory and prepares for the year ahead.

And January is a good month for extension workers to take a double look, too. We can look back at last year and see what kind of job we did—and where we might have done better if we had more know-how or skill in a particular area.

We can take inventory, too, just like the businessman. We can add up our educational skills and prepare for the year, or years, ahead.

If a businessman's inventory reveals shortages of some items, he has to decide if he will order more, where

to get them, and when. By the same token, if our personal inventory reveals a shortage of skills, we have to make some decisions.

As Dr. Durfee points out in opening article, first we have to decide the if—whether we are going to improve our skills. Then we have to decide when, how, and where.

When is a personal decision depends on many factors. Graduate study should be planned as far in advance as possible.

The how includes financial considerations, of course. Pages 12 to 15 list fellowship and scholarship openings available to extension workers.

The balance of this issue may help you answer the where. It features graduate offerings in extension education at 13 land-grant universities plus adult education programs at the University of Chicago and Indiana University.

New York University also offers advanced degrees in adult education and we hoped to include an article about their program. For unavoidable reasons, however, this article was delayed. So look for an article in February about New York University, described by author Roy Shilen as "a private university in public service."—EHR

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# TO BE OR NOT TO BE A Graduate Student

by **ARTHUR E. DURFEE**,  
*Associate Director of  
Extension, New York*

EXTENSION workers have three major questions about graduate study which can be identified by if, when, and where. Questions with clear signs are also important and related to each of the three.

Let's think about the "if." As educators, we believe that we must continue to develop and grow in our profession. Most would agree that such growth involves experiences beyond today's tasks.

That experience may be a broad, varied reading program; it may be traveling to observe activities related to your work; it may be occasional courses in a nearby college in special workshops and conferences; or it may be formalized study in summer schools or as a part-time graduate student.

Full-time graduate work permits study without the distraction

of a job. It brings you in touch with library and staff resources not readily available at home. It permits you to look at your work and analyze your needs and abilities more objectively. It can lead to advanced degrees that often are prerequisites to professional advancement.

Frequently there are personal as well as professional decisions to be considered. If a family is involved, should the members move to the graduate school community or remain at home? Many families have found that a semester or year of graduate study gives them more opportunities to be together free from accumulated responsibilities of home and community. Children of school age frequently develop new confidence and poise from adjusting to a new environment.

What about the financial ques-

tions? The long look is essential. There may be no "salary bonus" offered to those who have completed an advanced degree. But you can approach the dollars and cents angle by asking, "If I do not improve professionally, will I earn as many and as frequent salary increases? If I don't improve in competence and in formal training, will I be as likely to be offered promotions? Is an advanced degree essential to my professional advancement?"

A new car, a family vacation, a color TV, new furniture, or new clothes are alluring and worthy competitors for the family dollar. The problem is to weigh the tangible satisfactions they offer against an unknown satisfaction. One way to acquire some insights into possible satisfactions of graduate study is a thoughtful chat with those who have had the experience.

## *Managing Finances*

Several alternatives may be available for financing graduate study if you plan far enough ahead. These include sabbatic or other paid study leave, fellowships or scholarships, family savings, interest-free loans from extension fraternities or other interested groups, part-time assistantships or other part-time employment, rental income from your home (if lower rent is available where you are studying), and income earned by your spouse.

Planning ahead with extension administration and with the school at which you expect to study is extremely important. Many extensioners miss opportunities for financial help because no one knows of their needs.

Lacking any other resource, you can usually borrow funds and, in many instances, secure low-cost or interest-free loans through the school at which you study or from organizations in your home State. Borrowing a limited amount may be preferable to extending the study period, which is usually necessary if you have an assistantship. An investment in your professional future often is more important than other long-time commitments.

(See *Three Questions*, page 14)

# Designed for Individual Aims

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

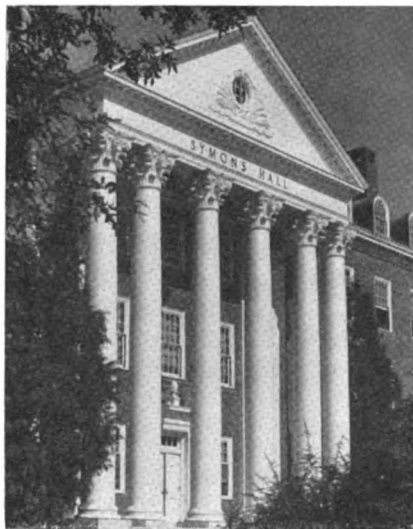
**G**RADUATE programs designed to meet your individual needs are the key to the University of Maryland's offering for extension workers. The variety of available courses and the opportunities in the adjacent Washington, D. C. area provide a unique setting for advanced study.

The Department of Agricultural and Extension Education offers an M. S. degree with a major in either extension or agricultural education.

## *Master's Program*

For a major in extension education, the required courses include program development, methods, communications, and community development. Among supporting courses are two in the USDA Graduate School—in evaluation and 4-H club work.

Other supporting courses at the University of Maryland are in human development, adult education, sociology, agriculture, and home economics. Nearly all subject matter depart-



Named after the first Director of Extension in the State, Symons Hall is the main agricultural building at the University of Maryland.

ments in the College of Agriculture offer graduate level courses leading to advanced degrees. A student may

major in one of the above areas or a minor in extension education.

An M. S. in extension education requires 24 hours of course work and a thesis. Students select a thesis problem of importance to them, with a possible carryover into future research. The USDA evaluation course helps in the selection and design of a thesis problem.

On the Maryland campus is the nationally known Institute of Community Study. Courses on the principles of human development and the factors for behavior raise the curtain on a new field for most of our technically trained extension workers.

The Department of Sociology offers courses in the rural community, rural-urban relations, and methodological social research. Understanding the social structure of a community and the development of public opinion have proven useful parts of prog-

*(See Individual Needs, page 16)*

## Graduate Program Is 'Great'

by **GEORGE E. RUSSELL**, *Assistant State 4-H Club Agent, Virginia*

**S**OME of my coworkers have asked what I thought of the graduate study program at the University of Maryland. I try to answer by telling how the year of graduate work has helped me carry out my responsibilities.

The University of Maryland offers many avenues of specialization, or you can get a good selection of courses in different departments. My choice was to work toward a degree in Agricultural Extension Education. This allowed me to choose courses from the human development, adult education, sociology, and agricultural education and rural life departments.

Another advantage of graduate

work at Maryland is the opportunity to enroll in courses at the USDA Graduate School. I received credit for the 4-H seminar and evaluation courses taught by members of the Federal Extension Service staff.

My year of graduate study included more than course work. The National 4-H Fellowship program provided an opportunity to meet prominent people in government and leaders of national organizations which have headquarters in Washington. The philosophy and views of these people have helped me to mold my own philosophy.

Members of the Federal Extension Service staff, professors at the uni-

versity, and the five extension agents who shared in this 4-H Fellowship program will always be an inspiration to me.

Writing a thesis gave me an appreciation for research and a deep interest in studies made in my field. An understanding of research methods helps when analyzing a study to determine whether or not the conclusions are reliable.

I sincerely feel that the year of graduate study has prepared me for undertaking more responsibilities in my field of youth development. It has also given me a desire to continue studying and learning whenever opportunity arises.

The graduate study program offered at the University of Maryland is "great" and I urge extension agents to apply for one of the National 4-H Fellowships.

# Offerings for Professional Workers

by JOHN M. FENLEY, Assistant Professor of Extension Education,  
Cornell University, New York

**W**ESTERN, southern, midwestern, northern, down easterners, and upstaters—all extensioners join ranks at Cornell. They want to find better and more efficient ways of working with people and to dispense sound, accurate knowledge.

Added to American professional workers are extensioners from the four corners of the globe. They want to find out: what makes American extension education function the way it does and techniques they can take back to their countries for cross-fertilization of minds.

Cornell's emphasis recognizes the primary responsibility of an extension worker to be a teacher. His philosophy is to be ready, willing, and able to influence, educationally, rural men, women, and children toward a better, more complete life. To do this, his ability must be high in teaching, communicating, advising, demonstrating, and counseling.

## Program of Study

Each program is developed through personal counseling, taking into account professional interests, background of experience, formal study, and probable future work. This is in line with the Cornell Graduate School's policy of flexibility in formulating study programs.

Each student is helped to select courses, seminars, and other study experiences from offerings of the entire university. The core is usually within the Department of Rural Education and its Division of Extension Education.

The program develops an understanding of the nature and role of extension, with a nucleus of courses along with the extension educational process. Around this, students integrate study in all disciplines.

Courses in our extension nucleus include: extension service as an edu-

cational institution; educational psychology; extension program building; personnel management; principles, methods, objectives, and techniques in extension teaching and communication; seminar in comparative extension education; advanced seminar in extension education, and special studies in research.

Students supplement their core program with courses in agricultural economics, rural sociology, cultural anthropology, home economics education, human relations, and administration.

## Advanced Degrees

Cornell offers four advanced degrees in extension education. Two are the professional degrees in education (master of education and doctor of education); the others are general degrees (master of science and doctor of philosophy).

The general degree thesis emphasizes original research. The professional degree encourages the candidate to explore a professional problem and to apply his knowledge and ability to its presentation and solution.

One way of evaluating the success of the research conducted by members of the extension education program would be to examine the theses prepared. Topics have ranged from county problems to those of State and national importance, with emphasis varying from administration, programing, personnel management, and inservice training.

Many graduate students use their extension service as a testing ground for new ideas and concepts encountered in their academic studies. They may conduct a survey to find out how their own contact persons or administrators feel about certain phases of extension.

Others use the New York State

extension organization to prove or disprove hypotheses and theories. Farmers and homemakers in New York State and their voluntary leaders have furnished survey data for a wide range of research problems.

Among other research resources are case studies prepared in the comparative extension seminar. Each member develops and presents a case analysis of some extension project or program. Mimeographed, these materials constitute a large assemblage of analytical information.

All resources at Cornell—library, faculty, extension participants—combine to make the Cornell experience an important event in an extension educator's professional life.

## I Chose Cornell

by J. REED MOORE, Summit  
County Extension Agent, Utah

**W**HY do people act the way they do? What can I do to get people active and productive?

If I could learn more about people and their behavior, then I would go to a school where it is taught. These were the ideas which led me to Cornell University.

Why Cornell? First, the facilities are good. Classrooms, teaching equipment, and study rooms are conveniently located. The library facilities are excellent and resource materials are plentiful.

Second, specific courses are beneficial for leadership training, organizational methods, and rural community development. The courses in extension methods and program planning and building are county agent "profession builders." These are helping me to understand the people with whom I work.

(See *I Chose Cornell*, page 16)

# Equipping for Extension's Future

by J. J. LANCASTER, Head, Department of Extension Education, Georgia

**S**OLDIERS on the front line must be equipped with weapons to win the battle. And they need skill in the use of those weapons.

County extension workers are in a comparable situation. They must be equipped with the technical subject matter that can help win the battle of better living for American families. And they must be skilled in educational methods and techniques if they are to fully utilize their technical knowledge.

Most extension workers are adequately qualified in subject matter. This stems from the Extension tradition of requiring B. S. degrees in agriculture or home economics for county employment.

In today's rapidly changing rural America, training in human relations and educational methods is becoming increasingly important. Recognition of this, plus Extension's growth as a specialized area of adult education, prompted the University of Georgia to establish the professional degree, master of agricultural extension.

## Major Requirements

The program of study leading to this degree is specifically designed to meet the training needs of today's county extension workers. All candidates must have had a year of field experience in extension, or closely related work, in addition to the appropriate bachelor's degree.

The program includes 55 quarter hours of course work, including 10 hours of agricultural extension, 10 hours of communications, 10 hours of social science, 15 hours of agriculture and/or home economics, and 10 hours of electives. No foreign language nor thesis are required. However, each candidate is required to prepare a paper illustrating application of the principles of extension education to a teaching problem.

Candidates for the degree must also meet the general requirements for professional degrees as set forth by the Graduate School at the university. The degree is administered by the Graduate School and the program is coordinated by the Department of Extension Education in the College of Agriculture.

Among the outstanding features of this program is its tailoring to fill the individual training needs of career extension agents. Prospective students who are undecided about making county extension work their career are encouraged to pursue the advanced general degrees—master of science in agriculture or master of science in home economics.

Another feature of this program at the University of Georgia is the institution itself. As the Nation's oldest State chartered university, Georgia has a long history of service to higher education at both the graduate and undergraduate levels. Almost half (43 percent) the candidates for master of science and Ph. D. degrees in the university are working on programs in the College of Agriculture.

Other significant features of the university include its newly completed \$12,000,000 science center, the

Georgia Center for Continuing Education with a 316,000-watt television station, and several cooperative regional agricultural research facilities.

Students in the Master of Agricultural Extension Program have opportunities to visit, observe, and assist in extension work under a wide range of social, climatic, and economic conditions throughout Georgia. The Extension staff also provides a reservoir of experience from which a student can draw.

With 148,365 members enrolled in the 1959-60 club year, Georgia has the second largest 4-H club program in the United States. The \$3 million Rock Eagle Center is indicative of the importance people of the State place on the extension service as well as the extension service as a 4-H club work.

A strong statewide home demonstration organization, with more than 1,500 home demonstration agents enrolling almost 31,000 homemakers, provides a solid background for the home economics phase.

## Special Sessions

Dovetailed with the Master of Agricultural Extension Program is the Georgia Winter Session for Extension Workers. Six courses similar to those offered in Regional Extension Summer Schools are offered for graduate and undergraduate credit the late winter of each year.

Attendance at the Winter Session provides interested students an opportunity to visit Georgia and obtain firsthand information about the university and the master's program.

In addition to courses offered in the regular university sessions during the Winter Session, several courses in the technical subjects of agriculture and home economics are available once a week to county extension and home demonstration agents with a commuting distance of the campus.



# Advancing Professional Skill

by H. C. SANDERS, *Director of Extension, Louisiana*

An outstanding faculty, excellent study and research facilities, a pleasant atmosphere, pleasant surroundings, and a sincere interest in the progress of the student. That's what the extension worker seeking professional improvement will find at Louisiana State University and Agricultural and Mechanical College. An intensive program of professional improvement among extension workers in Louisiana has created a favorable background for advanced study by those from other States. More than two-thirds of all parish (county) extension members in Louisiana either have a master's degree or are working toward one. During the 1960 fall semester, more than 125 were working on master's degrees in agricultural extension education.

This study is encouraged as a way for extension staff members to acquire the professional skill needed to work in the field of scientific farm- and homemaking among farmers and homemakers of rapidly rising educational levels. It also is a means by which extension staff members can achieve the academic standing needed for the best relationship with other university personnel and representatives of other agencies, business, and industry.

## *Advantageous Location*

Louisiana State University and Agricultural and Mechanical College—combined State University and grant college of Louisiana—is located at Baton Rouge. It is in an area of year-round mild climate, close to historic New Orleans and the scenic Acadian country of South Louisiana.

The university has a spacious campus with extensive research farms nearby. Many buildings are air-conditioned.

Facilities include a new library (of more than 800,000 volumes) and a

university-financed computer center which may be used for research at no cost to faculty or students.

LSU offers a master of science degree in Agricultural Extension Education and plans to offer a doctor of education degree in the same field in the near future. Course offerings include major courses in agricultural extension education and studies in other departments.

The master's degree program is flexible so that a student may plan a course based on his individual needs and interests. Departments in which major course work may be undertaken include sociology, agricultural economics, speech, psychology, journalism, and education. Subject matter minors may be taken in agriculture, home economics, or related fields.

Two plans of work are offered at the master's level. One consists of 30 hours of course work including 6 hours thesis credit; the other is 36 hours of course work without a thesis.

A graduate student can register for

a maximum of 10 hours of course work at the regular summer school, during which the university offers a broad course of study. An alternate summer plan allows a student to register for 3 hours of course work during each of several 3-week workshops. Although the last 3 weeks of the summer session is the time of the regular agricultural extension summer school, allowing for fellowship with other extension workers, this plan makes it possible for students to get course work earlier.

The LSU Graduate School requires that out-of-state applicants have a 1.5 credit average in undergraduate work—midway between a "B" and a "C" average. Applicants from Louisiana may enter on academic probation with a 1.0 average.

To learn more about opportunities at Louisiana State University, write to Dr. L. L. Pesson, Associate Specialist (Training) and Associate Professor of Agricultural Education, Knapp Hall, University Station, Baton Rouge, La.

## Graduate Study Pays Off

by JAMES E. GOODMAN, *Bolivar County Agent, Mississippi*

GRADUATE work at LSU in 1959 paid off handsomely for me.

The rewards were both financial and professional. Since returning to duty, I have put to practical use much of the information gained at LSU.

I was impressed with LSU when I arrived at the school. Its very size and scope of educational opportunities were amazing.

The professors and faculty advisors stand out vividly in my recollection. In every instance they were friendly and helpful. Each one took a personal interest in me and my graduate study.

They made every effort to give me training which would be of practical value in my profession. In doing this, they were also careful to keep the courses on a high academic level.

One thing I particularly liked was the informal conduct of classes. Graduate students were encouraged to participate in discussions and exchange ideas and information.

Another pleasant and rewarding experience was meeting and associating with so many Louisiana extension workers. In my estimation, they are tops!

# Graduate Programs for Individuals

by LEWIS H. DICKSON, CLAIRE GILBERT, and ROBERT S. DOTSON, Department of Extension Training and Studies, Tennessee

**E**XTENSION workers doing graduate work in agricultural extension at the University of Tennessee have the opportunity to develop master's degree programs tailor-made for their individual needs and interests.

Each program with a major in agricultural extension is developed around a core of courses, including: History, Philosophy, and Objectives of Cooperative Extension Work; Program Planning; Program Execution; Program Evaluation; Adult Education; Rural Sociology; Youth Programs; and Seminars and Special Problems in selected areas of extension program emphasis.

## Supporting Courses

Primary support to the core courses is available in the technical subject matter fields of agriculture and home economics. Students can select from a variety of offerings in economics, sociology, psychology, philosophy, supervision, and administration.

If students wish to prepare for subject matter specialist work with majors in the agricultural or home economics departments, minor study is available in agricultural extension. If they wish to pursue a broader, more general master's degree program, majors in general agriculture and home economics are offered. Here, also, minors in agricultural extension are provided.

Tennessee offers other advantages. For example, the Tennessee Agricultural Extension Service has pioneered in the community development approach to extension teaching and is currently regarded as one of the leading States in this movement. Likewise, the University of Tennessee and the Tennessee Valley Authority have cooperated in the development of the Unit-Test Demonstration method of extension teach-

ing. Tennessee was one of the original States to begin pilot county work in Rural Development.

The above named areas, Community Development, Unit-Test Demonstration, and Rural Development, provide students with unique opportunities for laboratory work, seminars, special problems, and research. Similar opportunities exist in other areas of agricultural extension work.

Extension workers who can be away from their jobs for brief periods of study may take advantage of the special graduate credit courses for extension workers offered in a 5-week session each winter. A

student may select three courses a maximum of 9 quarter hours credit.

Offerings include courses in a cultural extension, agricultural economics and rural sociology, agronomy, agricultural engineering, animal husbandry, dairying, horticulture and forestry, agricultural education, poultry, and home economics.

Experienced extension workers come to the University of Tennessee for graduate study from many States and nations. The resulting opportunity to share professional experience further expands and enhances individual master's degree programs available for you at Tennessee.

## A True Learning Experience

by BERNICE LaFRENIERE, Macomb County Extension Agent, Home Economics, Michigan

**M**Y year of graduate study at the University of Tennessee was such a satisfying one that I welcome this opportunity to tell others of the advantages there.

Anyone wishing to take work in extension education could not ask for a better teaching staff than that at the University of Tennessee. These people have a deep understanding of extension agents' problems and work toward making graduate study a meaningful experience in terms of future work. Class work, special problems, and thesis problems are all keyed to real situations.

This teaching staff has a deep conviction in the extension philosophy of helping people to help themselves. A student is stimulated to think for himself, to gain new experiences, and to develop his own concepts of education.

Classes are small enough to give individual attention, yet large enough to be stimulating. Most include

students with a wide variety of background and experience. There are usually some foreign students in each class which also adds interest.

Another advantage of graduate study at the University of Tennessee is the interest shown by the State extension staff. Students are included in many of the extension activities on campus, and they have an opportunity to see how this State conducts its program.

For the graduate student fortunate enough to work on an assistant's job, nothing can compare with this experience. This student is drawn into curriculum planning, teaching, and evaluation. The opportunity to work closely with the faculty and undergraduate students is a challenge and inspiration.

Southern hospitality cannot be overlooked. For a student far from home, the friendship of faculty members and their families is most welcome.



# Toward a Broader Viewpoint

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

THE University of Chicago stands outside the land-grant university system. It is oriented toward the basic fields of knowledge and their application rather than toward the technical professions. And it is located in the heart of a great city.

To many people within Extension, it may appear odd that the University of Chicago should have expended large amounts in maintaining, for more than a quarter of a century, a program to educate the leaders of Extension. What can Chicago offer to supplement the graduate facilities of the land-grant universities?

The people best equipped to answer this question are participants in the program. In October 1960, eight extension workers were in full-time residence on the University of Chicago campus. I asked each of these to list reasons why he or she had chosen to come to Chicago.

## *Students Surveyed*

These eight are: C. Dean Allen, assistant state 4-H leader, Michigan; Margaret Bodle, district home demonstration agent, Alaska; Frank Campbell, assistant director, Wisconsin; Harry A. Cosgriffe, personnel and training leader, Montana; Cleo Hall, assistant state leader of home advisers, Illinois; Errol D. Hunter, assistant director, Oklahoma; Ann Hitchfield, associate in clothing and textiles, New Jersey; and E. M. Trew, pasture specialist, Texas.

The program at the University of Chicago seeks to embody the principles of sound graduate education sought in every institution of higher learning: rigorous study of advanced subject matter; reliance on the initiative of the individual student; a sequence of courses and other activities to present certain essentials but also to adjust to the particular requirements of each student; an effort to encourage each participant to

undertake a broad range of studies and not merely to concentrate in a narrow field; and, for those who wish degrees, the usual examination, thesis, residence, foreign language, and other requirements.

The eight students were asked not to deal with such general matters but to concentrate on the distinguishing features of the university's program. Reasons follow as they were listed.

*To complement the training and experience already secured in a land-grant university.*

Those who expressed this view felt themselves to be deeply grounded in the land-grant system. They wanted the experience of being part of another kind of university tradition in order to put their past activities and future work into a broader perspective.

More particularly, they wished to explore some of the realms of knowledge they had not previously had the opportunity to pursue but which are an important part of the work at the University of Chicago.

*To gain breadth of knowledge and applications of that knowledge in other fields than extension.*

Those who gave this reason view extension as an applied field of education. Their hope was to go more deeply into the principles which underlie that particular field in order to have a firmer control of fundamentals and a greater range of application. Underlying this reason is the realization that university adult education, including both cooperative and general extension, is beginning to undergo a deep and searching appraisal. These men and women hope to be ready to fulfill larger responsibilities.

*To have the opportunity for extended association with professionals in other areas of adult education.*

The students from extension are part of a larger group actively work-

ing on their masters' and doctors' degrees with adult education as a major part of their programs of study. These people are drawn from general university extension, evening schools, libraries, management training, labor education, and other allied fields.

This is a tightly knit group who work, study, discuss, and play together. This association is a highly educational one and, by the time the degree is received, its recipient has a detailed and sympathetic knowledge of how the general principles of adult education are applied in many fields, has learned how to enrich his own work by borrowing the successful practices of others, and has built the basis for a lifetime of cooperation.

*To have the experience of coming to know a large city and its cultural resources.*

To come to Chicago, particularly with a wife and children, tests the capacity of extension workers to enlarge their horizons, to come face to face with urban problems, to take advantage of the many facilities offered, and to share in the life of the city. This challenge is one which most extension workers who come to Chicago welcome and from which they derive great enjoyment and profit.

*To pursue their study in adult education.*

All eight have achieved basic competence in subject matter and are now primarily concerned with its application. They want to know how to help the men and women they serve to increase their skills, their knowledge, and their sensitivity.

These five reasons admirably define the distinctive features of the Chicago program as the university has attempted to develop it. They also define the kind of leader who wishes to achieve breadth of view-

(See *Broad Viewpoint*, page 16)

# Building on a Fund of Knowledge

by PAUL BERGEVIN, Director, Bureau of Studies in Adult Education, Indiana University

**W**HAT are the conditions favorable to adult learning? How should adult education programs be planned, organized, executed, and evaluated? What are the ethical and professional responsibilities of an adult educator?

These and other broad questions represent knowledge and skills needed by an adult educator, such as an extension agent. Students at Indiana University participate in a sequence of courses and field experience designed to give them such knowledge and skills.

Courses have evolved as the need for them has been revealed and as research and field experience warranted. This process has resulted in a broad curriculum that covers in detail the major phases of adult education.

Students of many different educational or occupational backgrounds are finding study in adult education interesting and useful. Among these are teachers; librarians; and extension, industrial, health, religious, social, and recreational workers.

Since the faculty members are engaged in research and field service activities with adults, they bring to their graduate courses a background of firsthand experience. Graduate students also have opportunities to observe and participate in adult education activities.

The student learns about the research carried on by faculty members in institutions throughout the State and participates in workshops and clinics in specialized areas.

## **Program Features**

Each student has the opportunity to participate actively in: the development of his program, the conduct of his courses, the selection of his field activities, and field research.

Indiana's program in adult education is made up of a broad offering of courses that have evolved from

findings in research and field service. Students have opportunities to augment adult education work by study in a wide range of related areas.

Individual program arrangements are made to meet the needs and goals of the mature student. Training emphasizes both content and process.

Specific training in particular institutional areas is emphasized in advanced stages of the program. Students have opportunities to participate in institutional research in such areas as agriculture, libraries, churches, general extension, and industry. Students also can take part in training lay leaders at the national clinics in adult education held on the Indiana campus each year.

Internships offer opportunities for practical field experience. Graduate assistantships and fellowships are also available.

Students are oriented toward sound, objective scholarship in adult education. Emphasis is on the ethical and professional responsibilities of the adult educator.

Four graduate degrees in adult education are conferred by Indiana University: master of science in education and doctor of education, both in the School of Education; master of arts and doctor of philosophy in the Graduate School.

In this graduate program, emphasis is placed on the idea that a fund of knowledge in the significant field of human experience is essential as a base from which the student can extend his talents into new and evolving areas. Principles of adult education are examined in terms of imaginative concepts in an effort to place them in new perspectives.

## Learning to Understand Adults

by ANITA DICKSON, Extension Supervisor, Indiana

**H**ow do adults learn? What kind of educational programs do adults want? What are effective methods in teaching adults?

These are some of the areas where I wanted help in my program of graduate study. Indiana University is well equipped to give help in these areas.

Since all members of the teaching staff are also members of the Bureau of Studies in Adult Education of Purdue and Indiana Universities and are continuously working with adult groups in leadership training, the graduate student at Indiana University benefits in two ways.

First, the staff members have experience in working with many groups—industry, labor, hospitals,

churches, libraries, schools, farm organizations, and community groups. Second, the results from the field experiences are continuously fed into graduate programs.

Programs such as this, broad and at the same time specific, attract students interested in many areas of adult education. Close contact with others in different areas of the field makes for a profitable sharing of experiences.

Considerable latitude is permitted in graduate programs in adult education so that in a sense each program is tailored to fit the particular needs of the individual. This allows opportunity to take advantage of the offerings in other schools and departments of the university.

# Prepare for the Job Ahead

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

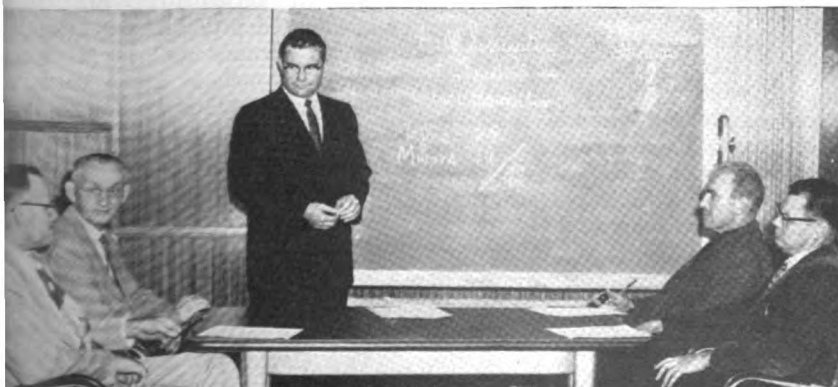
**T**HE desire to do a good job and the prestige of advanced degrees encourage extension agents to consider graduate training as almost a necessity. This quest for knowledge will result in a highly competent staff—if we provide suitable graduate programs.

The graduate program in extension education at Kansas State is administered by the Department of Education in cooperation with the Extension Division. Extension staff members have part-time teaching assignments and advise students majoring or minoring in Extension Education.

Our Graduate School aids the student in securing maximum general education while pursuing specialized study. Graduate students are encouraged to aspire to a well-rounded self-development program with a worldwide viewpoint.

## Range of Courses

Kansas State offers major work leading to the master's degree in 66 fields and a doctor of philosophy in 15 fields. This gives the student a wide selection of courses in a graduate program.



E. Jones, Director of Extension; L. F. Neff, Coordinator of Personnel Training; W. E. Ringler, Assistant Director of Extension; Roman Verhaalen and Thomas Averill, both of Continuing Education (left to right) serve on supervisory and examining committees for graduate students at Kansas State University.

Generally two-thirds of the student's time is devoted to the major subjects and one-third to one or more minor subjects. A student in extension education must take selected courses in adult and extension education. The following are required: Extension Organization and Policies, Adult Education, Seminars in Adult Education, and Statistical Methods I.

Candidates for the master of science are required to spend one aca-

demie year in residence. Under special conditions, the residence may be reduced to 1½ semesters, or three summer sessions of full graduate study. Credit earned in regional or other summer schools may be applied to the degree.

Graduate students are invited to participate in many activities and events which contribute to overall educational aims—bands, orchestra,

(See *The Job Ahead*, page 16)

## Will It Pay? Yes!

by **LAWRENCE J. COX, District Agricultural Agent, Kansas**

**I** FOUND graduate work at Kansas State University challenging and worthwhile. My reasons can be summarized under three headings—faculty, program of study, and location.

As a county agricultural agent, I wanted more training in teaching methods and farm management. So I decided to major in extension education and minor in agricultural economics.

An advantage of K-State's program is having extension staff members

on the graduate faculty. These men are available for consultation and serve on supervisory and examining committees. They also help with graduate research.

The curriculum makes it possible to take courses that fit individual interests and needs. With the aid of my major professor, I selected courses which would "add up" and give depth of knowledge in several fields.

K-State is located in the flint hills of Eastern Kansas, a beef cattle area. To the west is the largest winter wheat producing section. East and northeast are general farming and corn production. Here an extension worker can view a wide combination of extension programs adapted for the different farming areas.

Will it pay to get an advanced degree? My answer is "yes" if I put this new knowledge to work.

Before I finished my degree I was offered a position on the State staff. This was a new opportunity. The trend in the educational field for advanced academic standing emphasizes the importance of graduate study.

## University of Chicago Extension Fellowships

The Department of Education, University of Chicago, will make five university extension fellowship grants in 1961-62.

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, 1961.

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 potential for leadership.

## National Agricultural Extension Center for Advanced Study

Fellowships are awarded annually on a competitive basis to degree candidates or special students. For students without other financial support, fellowships amount to \$3,000 for the calendar year for a person without dependents and \$4,800 for a person with three or more dependents. The individual and his institution are expected to contribute financially to the maximum of their resources. The amount of the fellowship will be prorated accordingly.

Fellowships are limited to persons currently employed in administrative, supervisory, or training positions in the Cooperative Extension Service within the 50 States and Puerto Rico. Other persons may be considered if their administration strongly recommends them to the Center as individuals whom they expect to employ in the near future for administrative, supervisory, or training responsibilities on a statewide basis.

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 1961, must be received not later than March 1, 1961.

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.

## Farm Foundation Extension Fellowships

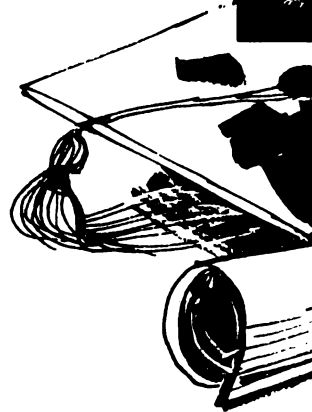
This foundation offers fellowships to agricultural extension workers, with priority given to those on the administrative level, including directors; assistant directors; and supervisors of county agents, home demonstration agents, and 4-H club workers. Individuals being trained to assume administrative responsibility will be considered 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 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 on 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 Joseph Ackerman, Managing Director, Farm



and

Foundation, 600 South Michigan Avenue, Chicago 5, Ill.

Applications must reach the Foundation not later than March

## Sarah Bradley Tyson Memorial Fellowships

For a number of years the Women's National Farm and Garden Association has offered annual 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 Mrs. Fredericks Jones, Longwood Towers, 20 Chapel Street, Brookline 46, Mass.

## Grace Frysinger Fellowship

Two Grace Frysinger Fellowships have been established by the National Home Demonstration Agents' Association to give home demonstration agents an opportunity to study and observe home dem

November 1 is the deadline for applications. Grants of up to \$1,000 are made.

Applications and further information may be obtained from the Executive Director, National Wildlife Federation, 1412—16th Street, N. W., Washington 6, D. C.

### **Horace A. Moses Foundation**

The Horace A. Moses Foundation, Inc., West Springfield, Mass., is providing 102 scholarships of \$100 each, 2 scholarships in each of the States and 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 January 1 for the winter school and by April 1 for the extension summer schools. Applications should be made through the State director of extension to the Extension Training Branch, Federal Extension Service, U. S. Department of Agriculture, Washington 25, D. C.

### **Farm Foundation Scholarships in Public Agricultural Policy**

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

The Foundation will pay \$100 of the expenses of the agents selected by the directors. Both agricultural and home agents are eligible.

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

### **Farm Foundation Scholarships in Marketing**

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

The Foundation will pay \$100 to each recipient.

Applications for scholarships are made through the State director of extension to Mr. Howard D. Finch, State Supervisor, Extension Education and Evaluation, Colorado State University, Fort Collins, Colo.

### **Farm Foundation Scholarships for Supervisors**

The Farm Foundation offers 20 scholarships to extension supervisors on the following basis:

The Farm Foundation will pay \$100 toward the expenses of one supervisor per State up to 20 States enrolled in the supervisory course during the 1961 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 6, Wis.

### **National 4-H Club Foundation and Sears-Roebuck Foundation**

In 1961, for the tenth year, 50 scholarships are available to extension workers for training in the National Workshop in Human Development and Human Relations. These scholarships are provided through the National 4-H Club Foundation, by a grant from the Sears-Roebuck Foundation.

The 6-week workshop will be held June 12-July 21 at the National 4-H Center, Chevy Chase, Md., in cooperation with the College of General

(See *Fellowships*, page 14)



# **FELLOWSHIPS AND SCHOLARSHIPS**

extension work in other States.

The fellowships, established as a tribute to Grace E. Frysinger, are \$100 each to cover expenses of one month's study.

Each State may nominate one candidate. Agents to receive the fellowships will be selected by the National Home Demonstration Agents' Association.

Applications are handled by the State Association Professional Improvement and Fellowship Chairman in cooperation with State home demonstration leaders.

### **National Wildlife Federation Scholarships**

The National Wildlife Federation and State affiliates offer a number of scholarships and fellowships to qualified individuals studying in the field of conservation or conservation education. Activities that might be considered appropriate include: resource management, teacher training, radio and television, scouting and conservation, curricular problems, farmer-sportsman relationships, conservation workshop techniques, journalism, and State programs.

## FELLOWSHIPS

(From page 13)

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 and 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.

Applications 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.

### National 4-H Service Committee, Massey-Ferguson, Inc., and Successful Farming Magazine Cooperating with the Federal Extension Service

Seven fellowships of \$3,000 each are available to young extension workers for 12 months of study in the United States Department of Agriculture under the guidance of the Federal Extension Service.

Two of these fellowships are provided by the National 4-H Service Committee, Chicago, Ill.; four by Massey-Ferguson, Inc., Detroit, Mich.; and one by Successful Farming magazine through the Edwin T. Meredith Foundation, Des Moines, Ia.

Fellows may study at a local institution of higher learning or may organize an out-of-school program of study.

Fellowships are awarded to young men and women from nominations by State directors of extension or State 4-H club leaders to the Extension Training Branch, Federal Extension Service, U. S. Department of Agriculture, Washington 25, D. C. Applications may be obtained from the State director of extension. The applicant shall not have passed his 32nd birthday on June 1, 1961. Deadline for application is March 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 1961 to home demonstration agents, one in each extension region. The awards are \$1500 each.

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.

Applications 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, 1961, to the Extension Training Branch, Federal Extension Service, U. S. Department of Agriculture, Washington 25, D. C.

## THREE QUESTIONS

(From page 3)

More and more extension workers say, "The question is not if: it is when and where."

A categorical answer to when would be, "Two years from the time you first start thinking about it, because you will need that long to get ready." Actually there is no specific best time.

Each worker needs to review his own situation and the study leave privileges available. Once you have a general plan, you can adapt it to the availability of scholarships or fellowships, to family convenience, to family finances, to plans of coworkers, or to unexpected opportunities which may become available.

In general, graduate study within the first few years on the job is desirable. Those who have waited 15 to 20 years seem to find the study experience worthwhile, but their frequent lament is, "I don't know why I didn't do it earlier!"

Many workers are finding that one graduate study experience is not

enough. So in some ways, the proper question is "how often" as well as "when."

## Where to Go

To answer the question of where the extension worker must first ask: "Do I want to be a generalist, specialist, or administrator? What are my shortcomings in my present training? Would I rather study with a large group of fellow extensioners at one of the many land-grant colleges offering graduate study programs in Extension? Or would I rather go to schools such as Chicago, Columbia, Harvard, where I would associate with students who have different backgrounds and interests?"

As you answer these broad questions, you soon come to more detailed questions: "Is the school on the quarter or semester system and which best fits my needs? Are there important differences in costs, either in the school or for family living? Are there differences in the degrees offered and in the requirements to be met? Are assistantships available? How does an assistantship affect residence credit? What is the breadth and strength of supporting courses available?"

## Weighing Possibilities

College catalogs and conversations with fellow extensioners are the best means of narrowing the possible answers to these questions. As alternatives narrow to two or three, it is best to visit the schools, talk with those in charge of the program that interests you, and examine the living situation for yourself. Extension workers have frequently used family vacations for such visits and may have attended a summer school before enrolling in the graduate school.

There are many fine graduate programs in schools in all sections of the country. The more precisely you define your aims, the more important it is to make certain they can be achieved at the school of your choice. Because there is much to learn and the demands of extension jobs are broad, any of the programs available can offer you a satisfying and worthwhile experience.

# Doors You Never Dreamed Existed

by **GEORGE H. AXINN**, *Director, Institute for Extension Personnel Development, Michigan State University*

**D**o you remember the line in Auntie Mame, "I'm going to open doors for you . . . doors you never even dreamed existed!"?

In a way, Auntie Mame describes the task of every extension educator—in fact, the task of all education. In a real sense, the underlying objective of what we do is to open doors for people—doors they never even dreamed existed!

It was in this spirit of "opening doors" that Michigan State University created the Institute for Extension Personnel Development. The aim was to focus its varied educational resources on the professional improvement of people like you.

The Institute itself offers integrating seminars—which are actually organized idea-exchanges among experienced extension educators from all parts of the world. Beyond this, students select from the course offerings of more than 70 departments at the University.

The Institute is an academic unit in both the College of Agriculture and the College of Home Economics.

The interdisciplinary structure of the Institute encourages extension workers to round out their technical training and improve their effectiveness as educators with study in many fields.

## *Academic Program*

Most specialists and some agents work toward degrees with major study in one of the departments of the College of Agriculture or the College of Home Economics. For these people, the Institute offers a minor in extension at both the master and the doctorate level.

The Institute also offers a major in extension education, agricultural extension, or home economics extension. With any of these, you may select a minor in one of the departments in the College of Home Economics or the College of Agriculture; or general communication arts, sociology, social psychology, anthropology, psychology, adult education, or a similar area.

All graduate students enrolled in

the Institute meet individually each week with the Director of the Institute. These sessions are primarily devoted to evaluation of the student's program and guidance in reading and research.

The research program features special problems and thesis work done by graduate students. These relate the main stream of the Institute's research program, which involves measurement of the effectiveness and efficiency of extension programs, as well as other problems of the Extension Service.

The graduate seminar on the Co-operative Extension Service is offered during the fall, winter, and spring quarters, each featuring a different aspect of extension education.

## *Master's Study*

Students whose major study is in the Institute for Extension Personnel Development have a wide choice of course offerings. Each student selects at least one minor field which involves from 12 to 15 credit hours in that department.

A total of 45 term credits is needed for the master's degree. Of these, up to 12 may be earned in research relating to the student's thesis. All students who major in extension at Michigan State University either write a thesis or conduct significant original research.

All Institute students are encouraged to enroll in the seminars, as well as special research. In addition, at least one course in research methods in one of the social science departments is usually required. This is often followed by a statistics course.

Other than this, each student builds his own program based on needs and interests, drawing on the rich program offerings of any department.

*(See Open Doors, page 22)*



Graduate students in the Institute for Extension Personnel Development took a bus tour of Michigan's Upper Peninsula.

## I CHOSE CORNELL

(From page 5)

Third, the environment is fine. The friendliness and willingness of the professors to give assistance made the year's study very encouraging. The university sponsored outstanding national and international authorities in lectures, forums, and seminars.

The exchange of ideas with co-workers from other States is a great benefit for graduate students. Many a good suggestion is exchanged from one extension worker to another.

Finally, the expanding scope of extension work intrigued me as much as anything I experienced while at Cornell. Close association with friends from 43 different lands blends and strengthens our thoughts, feelings, and attitudes toward each other.

## INDIVIDUAL NEEDS

(From page 4)

development and the identification and use of leaders.

The College of Home Economics offers a master's degree with a choice of majors in general home economics, textiles and clothing, or food.

Courses in public relations, journalism, office management, use of radio, television, and the management of a broadcasting station are available.

Agents find that courses in economics, farm management, farm policy, and marketing help prepare them to assist farm people in the reorganization of their enterprises.

Students working in urban or suburban areas may include courses in floriculture, plant pathology, or consumer education with observations of ongoing extension programs in the adjacent metropolitan area.

The university is located within 10 miles of the Federal Extension office in Washington, D. C. and within 7 miles of the Agricultural Research Center at Beltsville. The student at the University of Maryland has the advantage of personnel and facilities of the land-grant college, the U. S. Department of Agriculture, and other government agencies.

The Library of Congress heads a list of unequalled reference resources in the area. If it has been written,

you can find a copy in Washington, D. C.

Students have opportunities to discuss specific situations with members of Congress, leaders of federal departments, and the many national and international associations with headquarters here. This Washington area is a crossroads for agriculture.

## BROAD VIEWPOINT

(From page 9)

point, who is eager to prepare for the greater opportunities of the changed extension of the future, who is not content to accept established structure and procedure on faith but wishes to examine the principles which underlie them, and who derives satisfaction from a sense of community with all those who seek to educate adults.

The University of Chicago welcomes the leaders of extension who undertake graduate study for these reasons and it does its best to rise to the challenge they present.

## Real Challenge

by **CARL F. MEES, Cook County Farm Adviser, Illinois**

**T**HE most challenging years of my life were spent in graduate study at the University of Chicago.

Students enrolled in adult education are concerned with the broad development of the field and the coordination of its activities. During my stay at Chicago, I rubbed shoulders with more than 300 students working in 23 occupational categories—public school administrators, administrators of general university extension, university faculty members, labor union officials, nursing administrators, librarians, and clergymen. The liberal adult educational program reaches those in all walks of life.

The statement made by a number of instructors, "You will learn first from your peers, second from your readings, and third from your instructors," certainly was true. This experience and training alone was worth the time and effort required to complete my Ph. D. degree.

I was impressed that degrees were awarded on passing examination rather than on accumulation of credits. We were able to study independently if we wished, and we were rewarded if we were successful.

Each individual, with the aid of counseling, determined his own program and the speed he wished to travel. If he did not have the ability to plan and execute, he was lost. One either "sinks or swims"—a real challenge to ability.

The campus may be described as unique. It has many fine buildings. There is an evening college in the Loop. At the main campus, located in Chicago's near south side, students are within a "stone's throw" of cultural events.

To me the real test of a university is not its fine buildings nor its location, but its faculty. An impressive and noticeable feature at the university is the sincere and personal interest faculty members take in their students. After the first week, they feel they are a part of this great institution.

It is only after you have a chance to look back that you fully appreciate the breadth and depth of the adult educational program. If you are thinking about professional improvement, I suggest that you start the program at Chicago. See if it will not aid you, too, in acquiring new insights.

## THE JOB AHEAD

(From page 11)

choir, dramatics group, athletic library, and musical events.

All students enrolled in the Graduate School are members of the Graduate Students Association. This organization promotes acquaintance and fellowship among those in graduate work.

The Kansas State Union is student headquarters for meetings and out-of-class activities. Bowling, billiards, table tennis, meeting room and a large ballroom are included in facilities.

As we look at the Scope Report and the job that lies ahead, it is gratifying to note that extension personnel are striving to learn more knowledge and skills. At Kansas State we aim to assist them.



# Missouri Points to Progress

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

**I**n the early days, undergraduate courses taken by extension agents were primarily in technical agriculture and home economics. They received little teaching techniques, sociology, or communications.

The Missouri graduate program was designed to meet this need.

The degree, originally called master of arts in agricultural extension, was changed to master of science in 1953. With the establishment of a Department of Extension Education in the College of Agriculture this year, it is being changed to master of science in extension education. In developing the degree, extension education was considered a special entity characterized by its clientele and methods, but a part of the larger field of adult education.

## *Degree Highlights*

Highlights of the master of science in extension education at the University of Missouri are:

- Full flexibility to meet student needs. No specific courses required. A balance of courses in education, sociology, economics, and communications suggested.

- Admission requirements are B. S. from approved college or university and experience in extension or similar work. Not more than 20 percent of grades in graduate school can be below A or B.

- An extension study or research problem is expected of the student, but a formal thesis is not required.

- The degree can be completed in one year. Many have completed in two semesters and one 4-week summer session, or within a period of 10 calendar months.

The degree has been given to 113 students. These include 43 present members and 21 past members of the Missouri extension staff, 26 extension workers from other States, and 16 extension workers from six countries.

Ten percent of the graduates were women. Another 80 students, including 73 Missouri staff members, have applied for the degree and completed much of the course work.

Students, with an adviser in extension education, select courses to fit their specific needs. An interdisciplinary committee, with the extension education adviser as chairman, gives final approval of the student's program. The committee also gives the student an oral examination after completion of the course work.

In Missouri 80 percent of the present county agent staff, 47 percent of the home agents, and 43 percent of the associates and assistants have attended one or more summer sessions during the last 10 years. Eighty-four of the agents have attended more than one summer session either at the University of Missouri or one of the regional schools. A few have attended as many as six.

At present 22 percent of the men agents, 12 percent of the women agents, and 34 percent of the State staff have advanced degrees. Many have earned the degrees since becoming members of the extension staff.

A special 4-week summer session, conducted the past 15 years, has enabled county agents to obtain 4 hours graduate credit while on full salary. Missouri agents are given 10 days special study leave when they attend a 4-week school. They use annual leave time for the remainder and still have 2 weeks for vacation.

Extension agents have materially improved their teaching competence and are fast becoming educators rather than service agents. Their efforts in professional improvement have been important in this change. And Missouri's graduate program is pointing the way to progress for extension workers.

## A Place to Think

by THURMAN S. WREN, *Sedgwick County Club Agent, Kansas*

**I**t seems to me that the opportunity to get away from the job and read and study is the most valuable part of graduate work. The opportunity to read, to think differently, and to explore new fields was stimulating and valuable.

Although I was guided by my adviser, I still felt a sense of freedom in choosing and selecting courses I felt more nearly met my needs.

I appreciated the "open house" atmosphere at Missouri. If I needed advice, a pamphlet, or merely wanted to get acquainted, the extension staff was always willing to take time out.

The State extension staff invited graduate students to their social functions and were gracious hosts.

Cooperation of the different schools and professors and the regard they had toward extension work and personnel was notable. Regardless of the school or class, graduate students were permitted, actually encouraged, to prepare papers related to extension. I appreciated the interest in extension expressed by the sociology department in particular and also in other departments such as education, psychology, and speech.

The Student Union Association provided a number of worthwhile programs of an extension nature and of an international nature.

The University of Missouri is a friendly campus; the staff is cordial and helpful.

# Broad Yet Specialized

by EINAR R. RYDEN, *Extension Training Specialist,*  
*Purdue University, Indiana*

**P**URDUE University is the Indiana link in the nationwide chain of land-grant colleges and universities. It is a people's university, grown out of the demand that higher education be the birthright of the many, not the privilege of the few.

Today Purdue enrolls more than 15,600 undergraduate and graduate students on its Lafayette campus from every State of the Union and foreign countries. About 4,000 others attended Purdue University Centers in four Indiana cities. Purdue University is fully accredited by national, regional, and professional agencies.

While providing extensive means for the pursuit of general scientific and scholarly interests, the Graduate School of Purdue University places primary emphasis on two objectives: (1) the advanced professional training of qualified students and (2) the promotion of knowledge through research. To these ends, it offers work leading to advanced degrees in agriculture, education, engineering, home economics, pharmacy, physical education, and science.

## *Graduate Offerings*

The Graduate School reflects the character of the university as a land-grant institution and carries its work to advanced levels.

Graduate programs are offered in agricultural extension leading to the degrees of master of science and master of agriculture. These programs are designed primarily for people engaged in agricultural extension activities.

The programs are interdisciplinary which enables the individual student to identify, discuss, and analyze problems in a variety of areas. Courses are offered through a number of departments in the School of Agriculture, especially in the areas of the animal sciences, plant sciences, soils, and agricultural economics. In addition,

courses are presented in the areas of communications, sociology, and psychology.

## *Degree Requirements*

Requirements for the master of science degree in the major area include: (1) 12 semester hours of course work in agriculture or related basic courses; (2) a thesis in the general area of extension methods or techniques or other areas related to agricultural extension; and (3) course work in the minor supporting the thesis.

The minor areas of the program include: one minor of at least semester hours in the field of communication, and a second minor at least 6 semester hours chosen from any field of study offered the master of science degree in departments of the School of Agriculture and the School of Science, Education, and Humanities.

Requirements for the master of agriculture degree are similar. A problems course is included and semester hours are required.

For entrance into the graduate courses and a degree program, applicants must meet the general admission regulations and other prerequisites of the university and of the Graduate School.

The Purdue graduate program in Agricultural Extension is a comprehensive yet specialized approach which enables the agricultural worker more effectively to meet the demands of a dynamic, ever-changing society.

# Opportunities Designed for You

by MONTE W. ALDERFER, *Assistant Carroll County Agent, Indiana*

**T**HE graduate program in agricultural extension education at Purdue gave me an opportunity to do advanced work in a program designed for extension workers.

The program interested me because it includes subject matter courses as well as communications and social sciences. Agricultural agents in Indiana must have a B. S. degree in some phase of agriculture. With the wide selection of courses in speech, English, psychology, sociology, education, and agriculture, agents can have a tailor-made program to supplement their undergraduate work.

I have been in classes at Purdue with graduate students in agronomy, agricultural economics, speech, education, psychology, animal husbandry, and many other fields.

Presently I am enrolled in a speech composition course with four Ph. D. holders, three M. S. candidates in speech, and seven M. S. candidates in extension. This is a good opportunity to broaden my education in another direction.

Since the program started, courses of special interest to extension workers have been offered at convenient times. This included evening, summer, and Purdue Center courses in addition to the campus courses.

Originally the professional improvement program consisted of service training workshops in public speaking, writing, photography, and basic communications. Students from other departments at the university were used extensively in teaching these courses. At Purdue I have found the instructors are aware of the problems of the extension worker.

The graduate program has attracted persons mainly from extension in Indiana and other States. Several foreign students have attended, too, showing that problems in extension are much the same everywhere.

I am happy to be associated with my studies with professional extension workers who are strongly interested in preparing themselves for the challenges to Extension.

# Three-Way Program

by **ROBERT C. CLARK**, Director, National Agricultural Extension Center for Advanced Study; **JULIA I. DALRYMPLE**, Chairman, Department of Home Economics Education and Extension; and **JAMES A. DUNCAN**, Associate Professor, Department of Agricultural and Extension Education, Wisconsin

To help the extension worker develop increased understanding, initiative, self-confidence, and competence in relation to professional responsibilities is the primary purpose of graduate study in cooperative extension at the University of Wisconsin.

A rewarding experience awaits persons challenged to improve their professional competence for profit to themselves and Extension.

The University of Wisconsin offers graduate programs leading to advanced degrees in cooperative extension education and administration. Primary responsibility for developing and administering these programs is shared by: the National Agricultural Extension Center for Advanced Study, the Department of Agricultural and Extension Education, and the Department of Home Economics Education and Extension.

## Development of Programs

The Department of Agricultural and Extension Education was reorganized in 1954 to include, besides the agricultural teacher education program, the undergraduate and graduate program in cooperative extension work. This phase of graduate work has grown rapidly during the last 6 years.

The Department of Home Economics Education and Extension expanded the graduate program in 1955 to include a special major for extension home economists. Since that time, the program has served persons from many States and countries.

The National Center was established by the American Association of Land-Grant Colleges and State Universities in 1955. It provides additional opportunities for graduate

study, research, and inservice education for personnel in administrative and supervisory positions. The Center is operated largely as the result of a grant by the W. K. Kellogg Foundation.

At the Center, master's and Ph. D. degrees are awarded in cooperative extension administration. The departments—Agricultural and Extension Education, Home Economics Education and Extension—offer graduate programs leading to the M. S. and Ph. D. degrees.

Assistantships are available to students who qualify for graduate study. Students are eligible to apply for available university graduate scholarships and fellowships.

To qualify for a Center fellowship up to \$4,800 per year, a person must

be employed in extension administration, supervision, or training. Or he may be recommended by his dean and director as an individual whom they expect to employ in such a position in the near future.

The staffs of the two departments and the Center cooperate in developing and teaching courses, advising students, directing research, and administering degree requirements.

An extension worker who wants to do graduate study in any of the three programs must apply to the Graduate School. To gain admission with full standing, the student must meet the academic requirement of the Graduate School (2.75 on a 4.0 scale) and the department concerned.

After the student is enrolled, a faculty committee guides him in his program. Members of this committee are drawn primarily from the staff with whom the student takes course work.

The committee works closely with the student to: (1) help him set up a coordinated program of studies in terms of his own needs and interests within a flexible framework, (2) counsel on the planning and carrying out of his research, and (3) administer examinations.

Five colleges and schools of the  
(See *Three-Way Program*, page 22)



Graduate student committee and faculty members discuss the results of research study.

# Combining Social-Technical Studies

by **ROBERT L. JOHNSON**, Assistant Professor, University of California

**T**HE highly developed stage of both its agriculture and its Agricultural Extension Service draws extension workers' interest to California.

The Davis campus is the site of the main agricultural college of the University of California system. Here extension personnel doing graduate work can select courses from more than 1,000 subjects. A master's program in the Department of Agricultural Education makes possible a schedule combining subjects in technical agriculture with courses in education and other social sciences.

Extension graduate students often take courses in agricultural economics, sociology, political science, psychology, speech, and anthropology. The final program for each master's candidate is a combination of technical agriculture and social science subjects that best fit his individual interests.

## Side Benefits

The Davis campus is in the heart of the fertile central valley of California, one of the richest agricultural areas in the world. At Davis, you can see tropical and subtropical crops growing near temperate climate crops. For example, the Capitol square in Sacramento is surrounded by palm trees. Within the square are camellia gardens. On the 15-mile freeway to Sacramento, you can see rice, grapes, safflower, sorghums, and small grains.

The 3,000-acre campus is a center for agricultural research. Students have the opportunity to meet and associate with some of the world's outstanding agricultural scientists. Work ranges from machines that sort lemons by color to the use of radio-active materials in the study of metabolism. Research is being conducted in practically every major field of agriculture.

Each year more than 200 agricultural conferences are held on the Davis campus. These meetings provide an opportunity for extension graduate students to become acquainted with specialists.

The Davis campus is characterized by a comfortable, informal feeling combined with a scholarly atmosphere. Chancellor Mrak described the Davis philosophy in these words, "We are striving to maintain the best of those special qualities we have developed through the years—the friendliness, the close student-faculty

relations, and the 'honor spirit' while developing new programs that will give educational depth and breadth to our campus and our students."

Extension workers have a unique opportunity at the University of California at Davis. They can improve both in agricultural subjects and methods of teaching, attend an internationally famous agricultural college, come in close contact with a highly developed program of the Agricultural Extension Service in one of the fastest growing States.

## Natural Setting for Studies

by **O. CLEON BARBER**, Broome County Agricultural Agent, New York

**T**HE flexible professional degree program offered to extension workers attracted me to the University of California.

I also found California a great environmental laboratory for an extension worker to pursue graduate study. The extension service is aggressive and effective. This, combined

with the commercial production of over 200 farm commodities, provides a natural setting for agricultural workers to pursue studies.

Attending California also provides me an opportunity to travel from coast to coast. I value this phase of my study leave highly.

I was impressed with the offer of the professional degree program for extension workers and the flexibility applied to each candidate's situation. Students were urged to adopt a study program to meet their needs and wants.

I have emphasized the professional degree program as compared to academic or strictly research programs. Agreed, extension workers must have an appreciation of research methods. But, do you want to be trained in that field to be such an appreciation? Do you want to be a skilled ball player to appreciate a good ball game?

My answer was no. So it seems more important to pursue a program emphasizing extension skills and methods.



Bicycle riders, traditional on the Davis campus, pass the library.

# Designed for Winter-Spring Study

by HOWARD D. FINCH, *State Supervisor, Extension Education and Evaluation, Colorado*

**G**RADUATE study in extension education at Colorado State University is designed particularly for those who can best start their studies in January.

Extension courses required for the degree are offered in the winter and spring quarters. They consist of 17 credits in the following courses: Methods of Research in Extension Education, Advanced Extension Principles and Techniques, Advanced Extension Practicums, Extension Organization and Program Development, and Extension Leader Training.

Three years of extension experience are prerequisite to the degree. Usually from six to nine credits are earned in selected extension related fields of study. The needs of the student are given primary consideration in the development of the graduate program.

## *Choice of Programs*

Extension workers studying for the master's degree at Colorado State select one of several types of graduate programs. These are: master of science in the College of Agriculture or

Home Economics, master of agriculture or master of home economics, and a master of education degree with a major in extension education.

Two types of program are offered for master of education degree candidates with a major in extension education. One consists of one-third of the work in extension courses; one-third in the extension related courses of education, economics, psychology, sociology, speech, and journalism; and one-third technical courses in agriculture or home economics. The other program consists of half the work in extension and half in related courses.

Two quarters, beginning in January, plus 10 weeks of summer work is the minimum requirement for a master's degree. An alternative is three quarters, beginning in September, plus one 3-weeks Extension Summer Session.

## Graduate Study Was Rewarding

by H. IRA BLIXT, *Cortland County Agricultural Agent, New York*

**W**HAT school should I attend for graduate study? This is a question that every extension worker struggles with.

Three years before my sabbatical leave, I began to investigate catalogs and discuss the graduate study experience of coworkers. Three primary factors influenced my decision to attend Colorado State University.

First, my 6-month sabbatical leave worked into the quarter calendar system at CSU. Two quarters and our summer school sessions enabled me to complete my work for a master's degree in extension education.

Secondly, flexibility in planning the curriculum gave me the opportunity to choose courses that would be of greatest benefit. Being interested in public affairs education, I was particularly pleased with the course work in the areas of extension research and organization, humanities, economics, and communications.

Students were given plenty of freedom in planning a program based

on individual needs and desires which is extremely important to gain the maximum from advanced study.

Last but not least, I wanted to enroll in a different institution than where I had taken my undergraduate work and inservice training.

## *Challenging Experience*

In summer school at Colorado in 1957, I was impressed with the caliber of instructors, the group approach to study, and the well-planned activities to observe a different agriculture and various extension methods. The same experience during my graduate study at this institution was similarly challenging and rewarding.

I am convinced that I made the right selection in attending Colorado State University. If I were to make the decision again, I would follow the same course, because I count it as one of the most rewarding experiences in my 15 years of county extension work.

## *Credits Needed*

Other requirements for the master's degree in extension education include a minimum of 45 quarter credits in an approved course of study, a minimum of 36 quarter credits in campus residence and 24 weeks of campus residence, a minimum of 21 credits in courses for graduate students only, and a final comprehensive examination.

Plan "A" requires a thesis developed under the supervision of the student's graduate committee. Plan "B," without a thesis, includes a master's report prepared under the supervision of the major professor.

The program is supported by extension courses at the graduate level which are offered in the Western Regional Extension Summer School. For further information, write to the Dean of the Graduate School, Colorado State University, Fort Collins, Colo.

## OPEN DOORS

(From page 15)

Each summer, during either the first or second 5-week session, special classes for extension personnel are offered. These include a class in program development, implementation, and evaluation.

Several special "joint-major" programs have been developed for personnel of the Cooperative Extension Service. A "joint-major" in horticultural extension is one example.

If you would like to look at extension work from far enough outside to get a new point of view—if you would like to do this in an exciting and stimulating environment where all kinds of questions are raised and

researched, then perhaps our program is for you.

If you would like to develop your ability to search for, find, and evaluate knowledge and to pass this knowledge on to others effectively . . .

If you would like to acquire the attitude of a professional extension educator, including an active and creative intellectual curiosity accompanied by the habit of continuous reading, studying, and professional development. . .

If you would like to have a broad acquaintance with the human behavioral sciences, the principles of management, and at least a survey knowledge in all fields in which the Extension Service has programs . . .

If you would like to have particular understanding of the Cooperative Extension Service history, objectives and purposes, organization, program development and operation, as well as the process of evaluation and financing extension work—of the relationship which exists between the Cooperative Extension Service and the institutions of which it is a part, other adult education institutions and farm organizations and other groups. . .

If these are your goals, then the doors of the Institute for Extension Personnel Development at Michigan State University are opening for you—and beyond them—"doors" never even dreamed existed."

## THREE-WAY PROGRAM

(From page 19)

universities offer graduate courses and seminars in subjects related to extension education and administration. The strength of these offerings lies in the well-developed courses, stimulating seminars, and other contacts between student and faculty personnel in many fields.

Professional courses related to extension are offered in program development, leadership, administra-

tion, supervision, evaluation, and budget management.

In addition to formal courses, students have opportunity to participate in special seminars featuring outstanding leaders from throughout the country. Center Fellows also participate in national administration seminars for State directors and regional conferences for supervisors.

Based on students' reaction to their experiences in graduate study at the University of Wisconsin, the following are the major strengths of the programs: flexibility in graduate

study; opportunity for continuous and intensive work; association with a faculty well-qualified in various fields; freedom to do research on current problems; opportunity to share philosophies and experiences with many extension workers; preparation for a career in cooperative extension work; financial assistance provided through assistantships, fellowships, and research grants; a general educational opportunity through lectures, conferences, musical and artistic events, and the extensive facilities of the university.

# Finding Deeper Insight

by MARY C. REGAN, Fellow, National Agricultural Extension Center for Advanced Study, Wisconsin

**D**URING my years as 4-H home advisor in California, I realized there were many questions related to my professional responsibilities for which my answers were inadequate. I needed to understand how to evaluate my position objectively in relation to a dynamic extension program.

So I selected the University of Wisconsin for a year of graduate study in home economics education and extension. Many unique values there contributed to a profitable and satisfying experience.

The university is founded on individual freedom within an academic atmosphere, coupled with the search

for new and revised knowledge and understandings. The faculty encourages students to pursue their own interests and to realize their capabilities.

My courses not only provided theoretical knowledge, but opportunity to make practical application as well. It was thrilling to return to my position with an understanding of why situations occurred as well as how to cope with them.

With the guidance and encouragement of advisors, I mastered the steps of the scientific method leading to reliable conclusions. Being able to use these steps in planning, executing,

and evaluating my work has given me competency in attacking on-the-job problems.

My year of graduate study was one of the most enriching years of my life. I returned to California with renewed enthusiasm for my job and deeper insight into my professional obligations.

My experience at the University of Wisconsin stimulated me to pursue further graduate study. The support of the administration in California made it possible to return to the University of Wisconsin as a Fellow in the National Agricultural Extension Center for Advanced Study.

When I return again to a professional position, I hope to be further challenged and capable of challenging others to meet the demands inherent in home and family living in a changing society.

# Enlarging Your Viewpoint

by E. J. KREIZINGER, *State Leader, Extension Research & Training, Washington*

WASHINGTON State University offers students the opportunity of combining course work in extension, agriculture or home economics, social sciences, humanities, and/or education with a special problem report in the student's major interest. The master of extension degree offered is a non-thesis degree.

Basically the program is designed as follows:

*Courses in Extension*—7 semester hours of which 2 may be in seminar.

*Major area of study*—in any field of agriculture, home economics, humanities, education, or social sciences. If work is taken in one department, 12 semester hours are required. If the major area of study

is in two departments, 15 semester hours are required.

*Supporting area of study*—in any field of agriculture, home economics, humanities, social science, or education. When the major work is taken in either agriculture or home economics, the supporting work must be in the humanities, social sciences, or education.

*Special Problem*—2 to 4 semester hours in the area of the student's special interest, whether extension or another subject matter area.

*Oral Examination*—1 hour, covering all course work.

The student in this program will find it possible to further enhance subject matter knowledge in his field

of specialization. At the same time he is given the opportunity of enlarging his knowledge of human relations, education, administration, communications, and group dynamics.

Most students take some courses in their major area of interest in agriculture and home economics. Small Group Dynamics, Public Personnel Administration, Advanced Public Speaking, Preparation and Use of Audio-Visual Aids in Education, Sociology of Education, Social Change, and Politics of Pressure Groups are examples of the courses available.

Personnel from the various departments in the humanities, social sciences, and education have served on graduate student's committees, conducted courses, and presented applications of subject matter oriented to the use of extension workers.

Admission to the Graduate School is secured through the office of the graduate dean. For full graduate standing a student must have earned a "B" (3.0) average or its equivalent in the last half of his undergraduate work from a recognized college or university. Students with a lower grade average may be admitted provisionally.

Normally students plan on 1 calendar year to complete the degree. A special 4-week Agricultural Summer School has been instituted during which at least one course in extension methods, program planning, or seminar is given. Most graduate students find this fits into their program and allows time to complete their special problem work by the end of summer school.

The master of extension program is under the general supervision of the Dean of the College of Agriculture. It is open to extension workers who are interested in home economics as well as agriculture.

There is no requirement of extension experience in granting the degree. It is felt that the instructors will be able to make extension meaningful to the student who has not had extension experience. The faculty at Washington State University feels that the master of extension program should be no different in this regard than the master's program in any other field which has no prerequisite of experience.

## Most Interesting Experience

by CHARLES E. VOSS, *Pend Oreille County Agent, Washington*

GRADUATE study at Washington State University gave me the opportunity to delve deeper into the uses, effects, and possible solutions problems in my county work.

It was a family affair for us. My wife and two youngsters accompanied me to Pullman where we lived in a college apartment on the edge of the campus.

My graduate program included courses in animal science, sociology, and extension. Each course was selected to supplement my undergraduate work and fill areas of needed information for conducting county extension work.

Many classes had only a few students which permitted informality and interesting class discussions. An international flavor was added to discussions by foreign students, or Americans who had been in other countries.

A study room was available for

graduate extension students. This made it possible to study in a quiet atmosphere between class periods. And a reference library of extension publications was also available.

All my courses were enlightening and useful, but one in particular helped me analyze and evaluate the county extension program. Taught by E. J. Kreizinger, the course was Development and Evaluation of Cooperative Extension Programs.

Not only did we go through the process of program development but also prepared instruments for evaluating the county extension program. A set of check sheets was used to determine the extent to which program objectives had been accomplished. Since returning to county extension work I have continually been guided by this course.

The master of extension diploma represents one of the most interesting experiences in my life.

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If you are interested in attending one of the extension summer schools, write to the person listed below for the school of your choice. They will send you brochures describing course offerings, registration information, and housing accommodations.

**Colorado State University:** Howard D. Finch, State Supervisor, Extension Education and Evaluation, Colorado State University, Fort Collins, Colo.

**Cornell University:** Dr. Arthur E. Durfee, Associate Director of Extension, New York State College of Agriculture, Ithaca, N. Y.

**Prairie View Agricultural and Mechanical College:** Dr. J. L. Brown, Director of Extramural Services, Prairie View A and M College, Prairie View, Tex.

**University of Wisconsin:** Dean V. E. Kivlin, College of Agriculture, University of Wisconsin, Madison 6, Wis.

**University of Wisconsin  
 Madison, May 29-June 17**

- Development of Extension Programs, Gale L. VandeBerg, Wisconsin
- Evaluation of Extension Work, P. G. Boyle, Wisconsin
- Rural Sociology for Extension Workers, D. E. Johnson, Wisconsin
- 4-H Club Organization and Procedure, James Duncan, Wisconsin
- Supervision of Extension Programs, E. J. Boone and R. C. Clark, Wisconsin
- Extension Methods in Public Affairs, J. B. Kohlmeyer, Purdue
- Farm and Home Development, Glen C. Pulver, Wisconsin
- Personal and Family Finance, Louise A. Young, Wisconsin
- Extension Communication, M. E. White, Wisconsin
- Land Use Planning, Raymond Penn, Wisconsin

**Cornell University  
 Ithaca, N. Y., July 10-28**

- Nutrition of the Ruminant, R. G. Warner, Cornell
- Principles in the Development of 4-H Work, John Merchant, Vermont
- 4-H Leadership Development, V. J. McAuliffe, Federal Extension Service
- Extension Evaluation, Laurel Sabrosky, Federal Extension Service
- Farm Policy Education, K. L. Robinson, Cornell
- Psychology for Extension Workers, Fred K. Tom, Cornell
- Communication in Extension Work, Maynard Heckel, Virginia
- Program Development in Extension Education, D. B. Robinson, Ohio
- Administrative Management in the County Extension Office, Robert McCormick, Ohio

- Comparative Extension (to be announced)
- Program Development (to be announced)

**Colorado State University  
 Fort Collins, June 19-July 7**

- Principles and Techniques in Extension Education, E. L. Kirby, Ohio
- Agricultural Marketing for Extension Workers, R. C. Kramer, Michigan
- Principles in the Development of Youth Programs, Fern S. Keller, Federal Extension Service
- Home Economics Program Development, Loretta Cowden, Federal Extension Service
- Public Relations in Extension Education, W. L. Nunn, Minnesota
- Impact of Change on Agriculture, Eber W. Eldridge, Iowa
- Principles in the Development of Agricultural Policy, T. R. Timmerman, Texas
- Human Behavior in Extension Work, Bardin Nelson, Texas
- County Extension Administration, C. F. Mees, Illinois

**Prairie View Agricultural  
 and Mechanical College  
 Prairie View, Tex., June 5-11**

- Agricultural Communication, Sherman Briscoe, USDA
- Rural Sociology for Extension Workers, Kate Adele Hill, Texas
- 4-H Club Organization and Procedures (to be announced)
- Financial Management for the Farm and Home, C. H. Bates, Texas
- Rural Health Problems (to be announced)
- Family Life Education, Eloise Johnson, Texas



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EXTENSION SERVICE  
*Review*

FEBRUARY 1961



**Introducing the New  
SECRETARY OF AGRICULTURE**



# 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—work directly or indirectly to help people learn how to use 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 for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agencies, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more their own resources, to farm more efficiently, and to make home and community a better place to live.*

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## EAR TO THE GROUND

Former Minnesota Governor Orville L. Freeman stepped into the job of Secretary of Agriculture last month.

Who is this new man heading the Department of Agriculture? Through the lead article in this issue you can get acquainted with Secretary Freeman, his background, and some of his ideas.

The new Secretary takes over just a few months short of the beginning of the Department's 100th year. Created by the Organic Act of May 15, 1862, USDA will observe its centennial next year.

We in Extension are equally concerned with another centennial in 1962. The Morrill Act, providing for land-grant colleges, became law on July 2, 1862.

To help mark the Department of Agriculture anniversary, publications and correspondence are carrying the symbol shown on the bottom of this page. The slogan on the symbol, Growth Through Agricultural Progress, sums up the contributions to America's development, both of the USDA and the land-grant colleges.

Extension, as the educational arm of the Department and the land-grant colleges since 1914, has played a vital

role in the Nation's growth. According to Edward Danforth Eddy, Jr., "Colleges for Our Land and Time, the State and the Nation prosper in proportion to the development of the individual." While working with people to carry out programs based on local needs, extension workers fill their share of the job.

Program planning is one of Extension's basic operating principles. Because individuals are directly involved, they are more likely to understand and support the county program goals.

Authors this month have tried to give you ideas on how to get the results from work with your planning councils—county or interoffice. John Ewing, Jr., of Kentucky says, "When extension workers know their jobs and their people, and when people understand the problems, alternative routes, progress will be made."

Last month we were not able to include an article from New York University relating the offerings there to advanced work in adult education. You'll find this addition to graduate study possibilities along with more information on fellowships and scholarships in this issue.—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.

# Introducing Orville Freeman, Secretary of Agriculture

ORVILLE LOTHROP FREEMAN, 42, three-term governor of Minnesota whose work week averaged 80 to 100 hours as chief executive, is the new Secretary of Agriculture.

Since his appointment was announced by President John Kennedy, the new Secretary has upped his work quota to more than 100 hours a week. And he thrives on it.

A lawyer by profession, Freeman has the practical experience gained at the working end of a pitchfork and the knowledge of complex farm problems gained as chief executive of a major farm State.

## Farm Interests

While on the campaign trails some years ago, the new Secretary attended an old-fashioned threshing bee—complete with steam threshers in southern Minnesota and was pressed into the job of stacking the threshed straw.

"We'll see now what kind of a farmer he is," chuckled an old-timer. But Freeman, who had spent his summers as a boy and young man on the 280-acre family farm, home-sited in the 1850's near Zumbrota, Minn., proceeded to wield the pitchfork with calm assurance.

His hands began to nod approvingly in a circle of onlookers.

"He's building the stack real nice," a voice murmured.

"He'd better spread it a little to the other side there . . . she's building up on the other side." And Freeman spread as the bees buzzed.

In an hour passed and the stack was built true and firm, and Freeman had passed the critical muster.

As governor, Freeman has worked in the same deliberate calmness and energy to understand the problems and needs of the farmers of Minnesota.

In 1957, he appointed a study commission on agriculture which produced a detailed analysis of farm conditions in Minnesota. The chair-



man of that commission was Dr. Willard Cochran, Professor of Agricultural Economics, University of Minnesota, and now economic advisor to the Secretary.

Freeman studied that report carefully and reinforced its contents with frequent visits to farm meetings and talks with farmers in travels around the State.

He knows farming and he knows farmers, and he plans as Secretary to seek to expand consumption at home and abroad, to provide farmers with income on a par with that of nonagricultural sectors, and to emphasize the enormous contributions which agriculture is making to the better life Americans live.

He believes that too few Americans realize that they pay less of their income for food than do people anywhere else in the world. He believes the fact that farmers have held the cost of living down has not been told as well as it should.

## College Record

The new Secretary was born in Minneapolis on May 19, 1918, of Scandinavian parents. A public school graduate, he enrolled in the University of Minnesota and plunged into

student activities with the vigor which has characterized his approach to any and all tasks.

As an undergraduate Freeman paid his way by working at various part-time jobs—bus boy, janitor, waiter, hod carrier, and harvest hand in the summer—and found time to become a leader in student affairs and athletics.

He was elected president of the All-University Council and won a letter as second team quarterback on the Golden Gopher football teams of 1938 and 1939.

He also won a Phi Beta Kappa key and the heart of a coed from North Carolina, Jane Shields, who was an arduous worker in campus activities.

Freeman was graduated magna cum laude with a B. A. in political science in 1941 and entered law school the same year. The war interrupted his legal training and he did not complete his law degree until 1946.

## Served in Marines

Enlisting in the Marine Corps in 1941, Freeman was commissioned a second lieutenant following OCS. Shortly thereafter, he married his college sweetheart.

Freeman has a distinguished war record. Fighting in the jungle campaigns of the South Pacific, he was leading a combat patrol on Bougainville Island when a Japanese sniper bullet shattered his jaw, severely injuring him.

His speech impaired, Freeman was hospitalized 8 months and regained his speaking ability through special speech therapy.

Following his release from the hospital, Freeman was assigned to headquarters of the U. S. Marine Corps, Washington, D. C. There he helped establish and administer the Marine Corps Rehabilitation Program. He was discharged as a major and now is a lieutenant colonel in the Marine Reserves.

(See *Secretary Freeman*, page 39)

# Involving People for Program Success

by LLOYD G. ROZELLE, Washington County Agent, Maine

**B**EFORE Rural Development, joint program planning in Washington County was difficult because different clientele were served by different agents.

Agricultural agents worked primarily with farm people. However, the home agent and 4-H club agent also worked with nonfarmers, rural residents, and townspeople.

But with the introduction of Rural Development, plus the addition of an assistant county agent, we have been able to move toward joint planning. Since the program was set up, with the help of State extension personnel, it has been guided largely by county people.

## *Drawing in People*

Before any committee is organized, all agents discuss its need and possible effect on the program. And though the program is primarily the responsibility of the county agent, when a committee is in the home agent's or club agent's field they suggest and perhaps make initial contact with potential committee members.

People contacted are those who have interests in the committee area. These, in turn, help build a group of people to plan an active program. At times, the people selected are already recognized leaders. In many cases, new and capable leaders develop.

Meetings are called to explain a situation. At times action programs develop immediately. But the group may meet many times and then perhaps need more information.

One such group, studying the educational needs of Washington County, has started a 5-year survey on school "drop-outs." Three years of study have been completed. We are begin-

ning to get valid summaries on which to base recommendations. These will be tentative until the survey is completed.

New programs are planned around, and preferably by, the people who will carry them out.

For example, we have an active committee in the field of recreational development. One project the group felt interested in was need for access sites to lakes, rivers, and the seashore. Some town and State officials were involved in planning the campaign, but it was the local leaders who actually put the program across. Action has now been taken on a dozen public access sites and more are in the mill.

The same recreational development committee was concerned because many local people knew little about scenic attractions in the area. So the group decided to produce a film depicting the recreational potential. The idea was to build up the morale of county residents and help them recognize their resources. The film, *Sunrise County, U.S.A.*, was produced. Committee members made the contacts and arranged the financing.

## *Holding Interest*

When possible, the people who will carry out a program need to be involved in the basic planning. If this is not possible, people will still work if they know the details on how the program developed.

To keep people interested, they must be actively involved. A small group is better in the beginning, because all are involved in planning. As the program grows more people become involved, but we try not to get them on a committee until there is something to be done.

It seems desirable to involve people with different interests in a plan-



Volunteers construct a picnic shelter at one of Washington County's development of recreational resources.

ning committee. It is also helpful if they are from different geographic areas of the county. But in a large county it is difficult for a representative group to meet regularly.

In our regular agricultural program, local leaders meet on an advisory basis to plan. In the RD program we have about 100 people involved directly, plus others who help plan on a community basis.

A brief summary of our Washington County program methods include the following:

- Contact interested people and present the situation squarely and honestly. Don't try to bluff or bluff. When you don't know answer, admit it.

- Get the interested people together and contribute what fact you can. Ask them for information.

- Don't underestimate the ability of people to tackle big projects. Success may come a step at a time. If there are few things determined, people cannot accomplish.

- Have the group make the plans. Then rely on the validity of the plans.

- Do your part to further the plans. Encourage others to do the same.

- Prepare to see results.

We feel that this is how Rural Development or program planning is best handled. State staff members are one of many outside resources. Planning is left to county residents with extension agent guidance.

# Getting the Most from Planning Councils

by GALE L. VANDEBERG, Assistant Director of Extension, Wisconsin

*Note:* When this article was written, the author was a professor at the National Agricultural Extension Center for Advanced Study at the University of Wisconsin. He has since become Assistant Director of Extension, Wisconsin.

COUNTY program planning committees are not new to extension workers. However, several factors have caused increased interest in them.

It has become more difficult for extension agents to identify needs and interests of people without involving them. Increased mobility of people; population shifts; rapid technological change and the accompanying community, family, and social changes; increased educational levels; and the varied, rapid communications media are all complicating factors.

The successes and failures of extension planning ventures have resulted in more intense efforts to discover the reactions of council members to council procedures. So, the question is no longer, "Shall we have a countywide program planning council?" It is, "How shall we organize the council and how can it operate most effectively?"

## A New Slant

Studies have been made or are in the way to gain insight into council members' perceptions and reactions to their planning experiences. This article gives a few generalizations from the various studies. One study would recognize the need for adaptation in various situations. Other studies substantiate that "program planning is an educational process for those involved." Further, studies indicate that process sound plans can be developed that will inspire people to gain their acceptance. When a staff sets out to develop

an educational program for all the people of a county, those who do the planning must be capable of performing that function. Selection of countywide council members should not be left to chance. It should be a systematic process focused on abilities to do the job effectively.

Mere representation of groups and interests is not enough. The practice of each of several organizations in a county sending its president or electing someone to represent the group may have serious limitations.

Individuals who are elected or appointed by their group may have vested interests. They may feel obliged to get their group's interests high on the priority list. They are apt to owe first loyalty to this special interest group rather than the countywide planning council.

Such a selection procedure does not assure that the member has the leadership traits, abilities, and willingness to express himself well nor to represent objectively the people of his community. In fact, it may get over-representation of certain kinds of individuals.

## Characteristics Preferred

Countywide planning council members need to have imagination, vision, and perspectives beyond community and county boundaries. Agents need to play a prominent role in establishing and maintaining effective council membership.

Extension agents need not feel that they are neglecting leader training or education by assuring themselves of a highly competent planning council to begin with. These people must be outstanding. They will continue to grow in competence and should become "super" leaders.

The planning committee needs to be a relatively homogeneous group. It is a fallacy to assume that individuals of one socio-economic level

cannot recognize the problems of others in their community.

People of high social status may serve better as resource people. People of low socio-economic status are often inactive.

There is a difference between representation by a cross section of the population and by people who can represent the interests and needs of the population. If Extension followed the "cross section of the population" idea, planning councils might be made up of 80 percent urban people, or 25 percent people over age 65, or 20 percent people with less than an eighth grade education.

No council studied has been composed of a true cross section of the county population. Yet there is evidence that these councils can and do identify problems relating to segments of the population not represented.

When professional people or other agency representatives serve on planning councils, action seems to center around them. Hence, it may be wiser for them to serve as resource people. Agents can work effectively with such people separate from the council meetings.

## Council Opinions

Many council members indicate they know relatively little about the job they are to perform and the organization and policies of their council. Many know little about the Extension Service and its organization and functions. Council members interviewed in various studies overwhelmingly endorsed the idea of more training for their job.

Council members will not object to attending more than two or three meetings. Interviews in six States did not reveal a single council member who felt too many planning meetings were held. In fact, they often criticized agents for not providing enough leadership nor bringing them together often enough to do an effective job.

Members generally are in favor of a somewhat formal organization of their council. They favor such things as new member orientation, regular officers, definite terms of office

(See *Planning Councils*, page 34)

# Package Approach to Fact Finding

by VANCE HENRY, *State Extension Agent, Missouri*

**T**HE term, county program development, has different meanings for different people. To me, it is an educational process which includes developing a statement by local people with cooperation and help from their county extension workers. This statement includes the situation, objectives, problems, and suggested solutions.

The situation describes the present conditions, trends, and potential with respect to people and their resources. Objectives are statements of what the people want to accomplish. Problems are those things that are keeping people from getting what they want or from reaching their objectives. Solutions are recommendations by the people as to the ways they can get what they want or work toward their objectives.

## *All-Inclusive Ideas*

A county program should consider the situation of all the people in the county. Long and short-time outlook should also be given proper attention.

In Missouri, we recognize that program development is a continuous process. However, we encourage county people to do a thorough job of rebuilding their county program every 5 years. One objective is to get local people involved to the extent that they look upon the county program as their program and look to Extension for help in developing and carrying it out.

We are always seeking procedures and techniques that will help involve local people. County extension workers also need to know as much as possible about the local situation. Joint evaluation of the local situation contributes to both objectives.

In 1956, Douglas County was

designated a pilot county in Rural Development. Early in 1957, we started a comprehensive study in Douglas County to obtain detailed information about the people and their resources, establish some benchmarks, and help evaluate the programs then in effect.

This study did all these things. And it also turned out to be an interesting learning experience for those participating.

The sampling process included selecting sample segments of the open country and conducting an interview in each household in the selected segments. The sample was intended to be a cross section of the people who lived in the open country.

Ronald Bird, Agricultural Research Service, and Ward Porter, Federal Extension Service, helped develop the schedule. They also trained the interviewers and supervised the interviewing.

## *Snowballing Interest*

As a result of this experience, considerable interest developed in surveys as a program building process. Several counties in the area used simple surveys to provide additional situation information and to get local leaders involved.

These did more than provide valuable situation information. Leaders who were involved in the surveys became more interested in situation information that was already available regarding their county. When people become involved in analyzing their situation, it becomes easier to get them to set up objectives, recognize their problems, and agree upon solutions.

Oregon County was one of the counties that undertook a compre-

hensive survey as part of their program building process. County Agent Ralph Schaller was primarily responsible for conducting the survey.

The county extension staff council members did most of the work in carrying out the study. County council members and the county extension staff did the interviewing. The results were tabulated in the county extension office.

The State staff helped in developing the schedule, drawing the sample, and training interviewers. We also made a few suggestions on tabulating and interpreting results.

From these experiences, we were convinced that surveys were useful in the program building process. We were convinced that surveys help to get people involved. And we were convinced that county extension workers and local leaders learn things about their county that they probably wouldn't learn any other way.

## *Survey Kit*

As a result of these experiences, a committee of Missouri extension workers, with help from Ward Porter, developed a survey kit for use by county extension staffs.

Several committee meetings discussed the work of a great many specialists went into this kit. Questionnaires included dealing with various enterprises. The kit also contains a general section, sections on the household, home food production, the farmstead, work preferences, communications, community, and youth.

The questionnaires are organized so a county staff may select certain areas of interest for study at any time. A comprehensive survey including all subject matter areas covered by the questionnaire can be undertaken.

The kit includes suggestions on sampling, collecting information, tabulation of data, analysis and interpretation of results, and reporting and using the findings.

This survey kit gives county extension staffs and local people a package approach to fact finding. Working together, they can evaluate the situation, set objectives, detail problems, and agree on solutions. These are vital steps in extension program development.

# Guidelines to County Program Planning

by EDGAR J. BOONE, Associate Professor, National Agricultural Extension Center for Advanced Study, Wisconsin

*Editor's Note: When this article was written, the author was Arizona's State Program Leader. He has since joined the staff of the National Agricultural Extension Center for Advanced Study at the University of Wisconsin.*

**W**HAT guidelines must we consider when developing an organization to effectively involve people in planning extension programs? Identification of needs or problems by local people and the county staff is a primary problem in planning a program. Another problem is to decide on program objectives that reflect the needs and interests of the people. An organization for involving people and a process for planning are required to meet these problems.

**Organizational Structure.** The county staff is responsible for a suitable organization of people through which to work in planning the program. The organization will vary from county to county. However, it should maintain both county and community levels of organization.

**Community level organization** is necessary to involve large numbers of people. It is needed for a broad view—to consider countywide, State, and national situations. It is needed to provide a program policy and decision-making group, to consider program suggestions, and to es-

establish priorities. The success of the county committee depends on its ability to look at the county as a whole.

**Program Committee Membership.** Based on an analysis of the county situation, representatives from communities, committees, interest, and other groups are organized into a program committee.

Careful consideration must be given to what particular groups and interests should be included in the committee organization. Decisions about committee organization and membership should be based on this analysis of the county situation. The extent to which members of the program committee are representative of the various interests determines their qualifications.

Members of the county extension committee are selected by the group or area they represent for a designated period of time.

The method of selecting committee members indicates the extent to which the selection was done by the people. Planning groups are a means of getting the thinking, leadership, and decisions of people in the program. Therefore, people should select their own representatives.

Rotating membership will provide opportunities for more people to participate in program planning.

Staggered terms will involve new people while retaining some experienced committee members.

**Preliminary Understanding.** So the committee can function effectively, staff and committee members should understand: the scope of Extension's educational responsibility, the purpose of the program planning committee, and the responsibilities of extension staff and committee members.

The county staff and program committee must agree on priority, scope, procedure, and schedule. In other words, agree on the importance and amount of time to be allocated to program planning, the phase of extension work to be planned, how the county staff and committee are to function, and when time is to be devoted to program planning.

**Background Information.** Background information for use in identifying problems for a long-term program need to be collected, analyzed, and interpreted jointly by the committee, county extension staff, and State staff.

Pertinent local, county, State, and national basic facts should be collected. These facts should give information as to what the people are like, habits and practices, what they

*(See Committee Guidelines, page 34)*



County staff prepares detailed information for a community program planning meeting.



Director J. W. Pou points out the continuous nature of program planning to the State staff.

# Reflection of a County

by JAMES E. NOONAN, Morton  
County Agent, North Dakota



Author James Noonan (right) sits in on the county program planning meeting. Livestock interests are represented here.

**A** WELL-PLANNED, comprehensive program of work coordinates the thinking and needs of all people in a county. It also gives the extension agent ideas on how he can serve, educationally, both rural and urban people.

Time spent in program planning is worthwhile when it involves local people and gives them a better understanding of the scope and importance of extension work. When local people have a part in determining what needs to be done, they are better able and more willing to help carry out extension programs. This lends to efficient operation of the entire extension program.

## Committee Makeup

Annual extension program planning in Morton County, N. Dak., involves people from all interests. Farm and urban leaders attend an all-day meeting as guests of the Rotary Club. This gives the leaders a picture of business problems. It also shows businessmen some problems on which extension and these leaders are working.

Essential among the groups represented is the county board of commissioners. Others included in program planning meetings are the county homemakers council president, 4-H club leaders, representatives of farm organizations, purebred and commercial breeders, supervisors of soil conservation districts, ASC and FHA committees, directors of rural electric cooperatives, bankers, chamber of commerce representatives, State legislators, elevator managers, superintendent of schools, farmers, and homemakers.

These people are first contacted by letter, then personally if possible. About 10 days before the meeting all are sent a reminder to insure good

attendance. Usually, over 90 percent show up.

Prior to this annual planning meeting, extension personnel prepare reports, charts, graphs, and slides showing progress toward goals. These are goals established through program projection and selected for attainment during the extension program year.

Additional current situation, trend, and problem information based on surveys, census data, outlook data, and requests for information and assistance is summarized for study by the planning committees. This information is presented at the morning session of the program planning meeting. It seems to stimulate thinking and serves as a basis of discussion to start the afternoon program.

Program planning is a continuous process in extension to meet the changing needs of people. The Morton County annual planning meeting is usually held early in November. Most of the fall work is done and the extension program year begins then. So we can take advantage of the help given by this group for the entire year.

## Details of Meeting

After briefing at the morning session, the planning group meets with the Rotary Club to tie in business interests. Then they divide into groups according to interests. Livestock, crops, and home and community living groups, meeting in separate places, elect a chairman and a secretary.

Blackboards are available for list-

ing the project to be considered situation, and possible solutions. outlining seems to keep discussion from wandering.

The agent, home agent, and extension agent meet with these groups in an advisory capacity. But actual program planning is done by the committees.

A time limit is set for each group to complete its work. Then the committees gather and the secretary reports the action of their group. Any overall recommendations taken up by a particular group are considered at this general assembly.

The success of a program planning meeting depends on:

- Advance planning of destination and basic information.
- Selection of representative members from business, agriculture, economics, and youth interests.
- Making sure those attending are familiar with the purpose of meeting.

- Open discussion at the meeting.

After the annual program planning meeting, the extension staff prepare a program of work based on the reports of the three committees. Copies are sent to the State extension to give supervisors and specialists an idea of work to be done in the county. This allows for correlation of ideas between specialists and leads to additional assistance available to counties.

The program planning meeting is the most important meeting of the year. Extension workers hold it at the beginning of our entire year's work and devote careful planning to make sure it reflects the thinking and needs of the people we serve.



# Playing Your Part in Office Harmony

by JOHN B. MITCHELL, *Extension Rural Sociologist, Ohio*

Ever think of yourself as an actor? Well, you are—all of us are. Do you remember this bit from Shakespeare's *As You Like It*?

"All the world's a stage,  
And all the men and women mere players.

"They have their exits and their entrances;

"And one man in his time plays many parts."

Actually, you play many roles as you enact the drama of life. At different times you are an extension agent, husband or wife, church layman, and member of a civic club.

In terms of a congenial, cooperative team approach, role expectations are important in every county extension office.

## Defining Terms

You have a position in every group situation. This position is called a status. Certain privileges and responsibilities go with every status. When you put these into effect, you are playing a role. The expected pattern of behavior that goes with every status is called a role.

Status and role may be likened to Siamese twins—where you find one you find the other. Every status has a role.

People have expectations for every role. The privileges and responsibilities ascribed to a role are called *role expectations*. In other words, there are certain ways you are expected to play this part.

Roles are learned patterns of behavior. The lines and ways of playing a role have to be learned. You learn to be an extension agent. You formulate ideas as to what your role involves—what a good agent does and does not do. This definition of your role starts in college or before and continues throughout your career.

Along with this formulation of your role as an agent, you also develop expectations as to what your coworkers are expected to do. These expectations are called job descriptions or responsibilities in guides for extension workers.

You may be surprised that there are nine sets of role expectations in the usual office. The county agent and home agent have three sets of role expectations; she shares three sets with the 4-H agent and three exist between the 4-H agent and the county agent. This does not take into account additional agents and secretaries.

Where role expectations are the same or coincide, working relations

are friendly and cooperative. For example, if the home agent has the same expectations as the agricultural agent concerning his job, and if his expectations of a home agent are the same as hers, they will have a happy working relationship. They see eye to eye as to their areas of work. They will not "get in each other's hair" in conducting the county program.

Tension, conflict, and unhappy relationships result when role expectations do not coincide.

## Dual Roles

Some States have a chairman for each county staff, so one agent plays two extension roles. This makes the need for clearly defined role expectations even more important. The county team must develop an understanding of the privileges and responsibilities of a chairman.

As the same person plays both roles, it is very important that he tell his coworkers when he is speaking as the chairman. Coworkers will assume he is playing the agent's role unless he mentions he is bringing things to their attention as the chairman.

(See *Office Harmony*, page 34)



Conflicts rise when role expectations do not coincide.



A happy team—result of the same role expectations.

(Harold C. Ruggles, Agriculture; Mrs. Lucy V. Fogg, Home Economics; and Norman L. Burkitt, 4-H, from Wayne, Greene, and Clinton Counties of Ohio, posed for these pictures.)

## COMMITTEE GUIDELINES

(From page 31)

do and how they do it, and facilities available. The information collected will influence the selection of problems and objectives.

After the facts have been collected, screened, and organized, they should be analyzed and interpreted under the leadership of county and State staff members. The county committee can help identify major needs and interests of the people.

**Committee Aims.** The identified major problems, needs, and interests should be reviewed and studied by the program planning group. This is to determine priorities for use of resources.

Immediate and long-time objectives related to the identified needs and interests should be determined jointly by the people, county planning group, and extension staff.

The planning group, aided by the county staff, coordinates the long-term extension program with the programs of other local organizations that work in related areas.

**Records and Evaluation.** Adequate records should be kept on planning activities and committee evaluation of these. These may consist of minutes of meetings and other records that will help in evaluating planning activities.

These guidelines attempt to provide a systematic design for organizing people in planning extension programs. These guidelines, like any other standards, must be regarded as something to measure up to. Our expectations in achieving these must consider our starting point, the rate at which people accept change, and our ability to accomplish what is needed.

### *Extension's Task*

Extension cannot and should not meet all challenges within its own organization. Extension's task is to involve all areas of interest within the local unit, to assemble information pertinent to program planning, to act as a catalyst involving other appropriate public and private resources, to help appraise community resources, to stimulate development of program objectives, and to bring

in supporting services necessary to carry out the program. Extension has to assume leadership in presenting factors outside the community which need consideration both in program formulation and in establishing program objectives.

Ideally, program planning provides people with an educational experience and inspiration to support the extension program. It will also result in improvements in agriculture, communities, and family living.

## PLANNING COUNCILS

(From page 29)

and membership, regular meetings, subcommittees, prepared agendas, written guides, use of resource personnel, and reporting of progress.

### *Duties Named*

Some of the most important functions of countywide planning councils, as identified by the members in various States, include:

- Identify the needs and interests of people and the problems that concern the county as a whole.
- Assist in developing a sound, long-range county program based on factual information.
- Evaluate the county extension program and serve as a sounding board for ideas and project plans.
- Assist in developing program planning policies and maintenance of council membership and organization.
- Assist in determining program emphasis or priorities for annual program plans.

Some of the least important of the council functions were found to be: determination of teaching methods and techniques, coordinating activities of agricultural agencies, assisting with administrative procedures in staffing and work relations, securing financial aid for extension work.

Thus, there is evidence that countywide planning council members view their role in terms of formulating the educational program and not in terms of administrative matters or program execution.

It seems clear also that there is need for continued training in program development. County agents,

supervisors, and specialists need to develop: greater insights into program planning, council function and functioning; greater skill in group processes; and common agreement on purposes, responsibilities and organization of councils.

Perhaps the most significant finding is the great zeal and enthusiasm of council members for program development on a countywide basis. This zeal, coupled with the satisfactions from accomplishments and participation, ought to spark every extension worker to study his committee and redesign his procedure to reach the great potential offered in this educational process called program planning.

## OFFICE HARMONY

(From page 33)

The agent playing this dual role must know which privileges and responsibilities are those of the chairman and which ones go with his usual role. If he understands his role as chairman, it will be easier to perform this job with his coworkers.

If his concept of this role is vague there will be confusion as to the role of the chairman. Possibilities of conflict are increased if the staff does not know when the agent speaks as chairman or when as agricultural agent.

### *Understanding Differences*

Unhappy working relationships caused by differences in role expectations have implications for supervisors as well as county staff. The misunderstandings are likely to be expressed as: "That isn't a part of my job," or "He should be responsible for this area."

Differences in role expectations need to be communicated to reduce the possibility of tension. An office conference is a place where your respective privileges and responsibilities can be discussed. You all work toward clearly understood role expectations.

If differences in role expectations can be ironed out, working relationships should be pleasant. The county team will get the job done in keeping with our tradition of a cooperative extension program.

# A LOOK AT



## THE NEW EXTENSION SUPERVISOR

by DR. MARDEN BROADBENT,  
District Director, and CLEON M.  
OTTER, Editor, Utah

**HAVE** you, as a county extension worker, ever looked upon a new supervisor and wondered why he sometimes seems confused?

That question is not meant facetiously. In fact, you may find the answer interesting and enlightening. Let's explore some answers to the following questions:

From whence do new extension supervisors come? What is their background and training? What additional training might they need? What difficult areas of responsibility do they encounter?

### *Regional Surveys*

A study of extension supervisors in the western and southern States revealed that the extension supervisor is the product of the county workers' own educational system. He

has advanced along your own organizational pattern. In fact the ranks of county workers universally supply the material for extension supervisors. The supervisor is certainly not an "outsider." Extension personnel have almost invariably been selected for supervisory positions after 10 or more years of experience in other extension positions.

Notice what was discovered in these studies: Over 90 percent of all men and women supervisors in the southern States had been county agricultural or home agents. Seventy-nine percent of the women supervisors in the western States had been home agents, and 68 percent had been specialists. All men supervisors in the southern States had previously occupied an extension position, and only one in the western States had not. Only one woman supervisor in the southern States, and none in the West had not held an extension position previously.

### *Age and Education*

Supervisors in these two regions were all over 31 years of age. The majority came from the 41 to 60 age group.

The supervisors' academic picture is much the same as county workers'. Most supervisors have earned degrees in technical subject-matter fields unrelated to supervision. Only a few have done much formal advanced study in social sciences, humanities, personnel, and supervision.

So the new supervisor, promoted from the ranks, is faced with an abrupt transition. His technical subject-matter training and first-hand experience are often separated by a chasm from the new demand in personnel management, application of theories of learning, motivation, programming, human relations, group dynamics, and public relations.

Comparatively, academic attainment was higher among the Western Region supervisors than the Southern Region. Women supervisors had higher academic attainment than the men. Our analysis of men and women indicated 1 percent with no formal degree, 51 percent with a B. S., 45 percent with an M. S., and 3 percent with a Ph. D.

Many supervisors had pursued

studies beyond their highest academic degrees. A higher percentage of southern supervisors than western supervisors and more women than men, in both regions, had pursued such studies.

Practically all had attended regional and/or State extension summer schools. However, only a few had major or minor studies in the social sciences and/or humanities.

About 60 percent of the more recently appointed supervisors indicated that they had been provided significant supervisory training through special inservice training programs, but only 15 percent of the men and 21 percent of the women said they had significant supervisory training help from college courses. On the other hand, about 30 percent reported no significant supervisory help from either college courses or inservice training instruction.

It is particularly significant that college course work in educational psychology, supervision, and evaluation were widely accepted as valuable study areas. These are the specific courses sponsored in regional and/or State extension summer schools. Other course areas more prominently selected as valuable to supervisors include: group processes, educational research methods, curriculum planning, and human relations in administration.

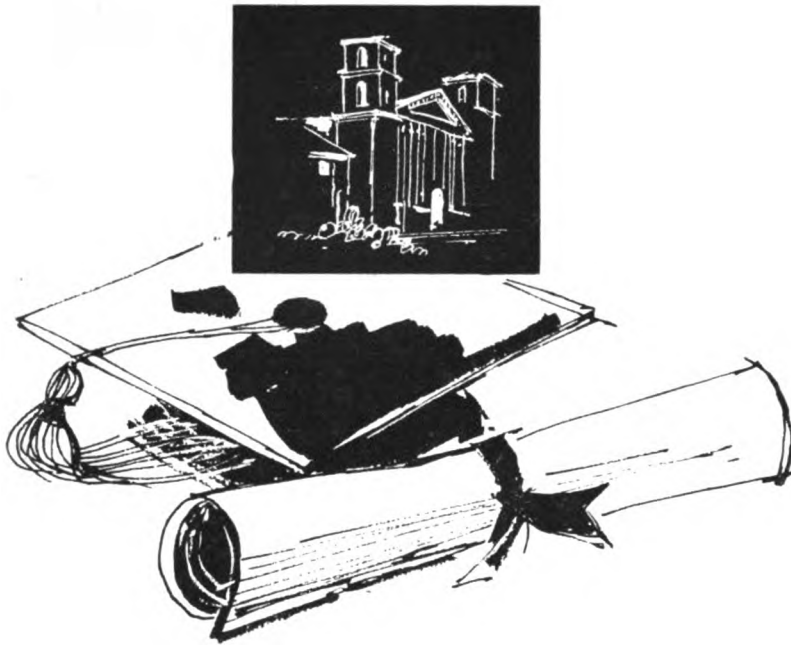
### *Helpful Training*

We thought it logical to conclude that a number of training methods would provide systematic training for supervisors. The supervisors indicated that they considered 12 methods as having particular value. "Counseling or visiting with other extension and college staff members on supervisory problems" was the method they had participated in most.

A large majority indicated a high regard for doing graduate work in supervision. However, only a small percent have actually been involved in a graduate supervision study program.

The newly appointed supervisors placed high training values on "attending regional schools and workshops for supervision study." But

(See *New Supervisors*, page 37)



# Further Opportunities For Graduate Study

## References on Scholarships And Fellowships for Graduate Study

The following publications are full-length references on scholarships and fellowships for graduate students. They are often found in college libraries in larger cities.

U. S. Department of Health, Education, and Welfare, Office of Education. **FINANCIAL AID FOR COLLEGE STUDENTS: GRADUATE.** Washington, D. C., U. S. Government Printing Office, 1957. (Bulletin 1957, No. 17.)

Statistical data in this directory indicate that 330 colleges and universities awarded 24,885 fellowships in the academic year 1955-56, which had a total value of \$18,239,150. Data on graduate fellowships are listed under the college or university by major field of study where applicable, together with the average amount of the award.

Feingold, S. Norman. **SCHOLARSHIPS, FELLOWSHIPS, AND LOANS.** Boston: Bellman Publishing

Company, Inc., 1955 (3 volumes).

Lists the sources of financial aid to students. It has excellent information and is well written. The concentration is on those scholarships not controlled by institutions of higher learning.

Rich, Wilmer S. **AMERICAN FOUNDATIONS AND THEIR FIELDS.** Seventh edition. New York: American Foundations Information Service, 1955.

Lists over 4,000 foundations giving, as far as is known, the source of their incomes, the amount expended in 1954, and for what purpose. The foundations are first listed by States, then alphabetically within the State. A third listing shows foundations by their fields of contributions.

## Soroptimist Foundation Fellowship

The Soroptimist Club of Los Angeles announces its ninth fellowship to an outstanding woman for 1 year of graduate study. The award of \$1,500 is for the academic year

1961-62. The field of study is open but consideration will be given to unusual field for women to study in an accredited college or university in the greater Los Angeles metropolitan area.

Fields covered in previous years include: international economics, student dean program, speech correction, music, and international relations.

Applications and further information may be obtained from Margaret Gabriel Hickman, Chairman, Fellowship Committee, Soroptimist Foundation of Los Angeles, 45 Round Top Drive, Los Angeles, Calif.

## University of Colorado Conservation Fellowship

The Department of Economics, University of Colorado, is offering a fellowship in the field of renewal of natural resources for the academic year 1961-62. The stipend available depends on the amount of other funds available to the student and may go up to \$3,000.

The program is designed to provide training in the administration, management, and development of renewable natural resources. Applicants should be men ready for advanced training and promotion. Completion of the 1-year program entitles the Fellow to the degree of master of public administration.

This program is a continuation that formerly offered at the Graduate School of Public Administration, Harvard.

Applications are made through the State director of extension to the Extension Training Branch, Federal Extension Service, USDA, Washington 25, D. C., by April 1.

## The Southern Fellowships Fund

The Southern Fellowships Fund makes available Dissertation Year Fellowships for dissertation research and writing leading to the Ph. D. a similar high degree for faculty members in institutions of higher education in 14 southern States. The fellowships apply in: Alabama, Arkansas, Florida, Georgia, Kentucky,

Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia.

This announcement describes the 1961-62 Dissertation Year Fellowships. Announcements of the 1962-63 program will be made about July 1, 1961. Applications must be filed by December 15. Eligibility requirements must be met by February 1.

Grants are made to candidates for work primarily in biological and physical sciences, social sciences, and the humanities. The candidate must have completed residence, course, and language requirements for the Ph. D., passed qualifying examinations, and have dissertation research under way. The stipend varies from \$2,500 to \$3,600 depending on marital status and period of time (6-12 months) requested by the candidate. Applicants must give or assist with courses of instruction or be engaged in institutional administration.

For more information write: Robert M. Lester, Executive Director, The Southern Fellowships Fund, 119 North Columbia Street, P. O. Box 427, Chapel Hill, N. C.

## Summer Laboratory In Human Relations

National Training Laboratories announces the 15th annual Summer Laboratory in Human Relations Training.

Persons involved in problems of working with people in a training, consultative, leadership, or administrative capacity are eligible to attend.

Each training group becomes a laboratory using its own experience as a group to learn how groups grow and the individual and social change that may result. Group skills of diagnosis and leadership are practiced through role-playing, observation, and case analysis.

Sessions are scheduled at Gould Academy, Bethel, Maine, from July 1-14 and July 23-August 4. Consultations following each session are optional.

For further information write to FTL, 1201 16th St., N. W., Washington 6, D. C.

## BOOK REVIEW

**WINDBREAKS** by J. Martin Bailey. Friendship Press, New York.

The purpose of *WINDBREAKS* is to give the reader a deeper understanding of the varied ministries of the church in town and country. It is directed at youth and their adult advisors and counselors.

The book is a stimulator and also a guide to projects. The illustrations of actual experiences make it easy for a person to see himself in the role of those in the stories.

The positive approach of building windbreaks of defenses against eroding forces of provincialism, selfishness, prejudice, inertia, and the like is most effective.

The book preaches an effective sermon to the church—laity and clergy. The single thread running throughout is the need to minister to people within the network of the community relationships. The role of the church is not confined within the walls of the church.

Guidelines and illustrations are given as to how the church works with and through rural organizations—4-H clubs, Future Farmers of America, conservation groups, and farm organizations. This should help stretch the vision of all those working with youth in their exploration into careers and their role in the community—*P. F. Aylesworth, Federal Extension Service.*

## NEW SUPERVISORS

(From page 35)

they had little opportunity to participate in this type of training. Likewise, they had little opportunity to participate in other such training methods as apprenticeship, special staff seminars, and traveling with experienced personnel.

More and more States are providing a special time in the State office for orienting new supervisors.

We discovered that current professional journals and periodicals in the field of supervision are evidently not satisfying the needs of extension supervisors. Perhaps supervisors are not aware of some sources of the more valuable current writings in this field.

A newly appointed supervisor faces a wide scope of responsibilities:

Evaluating and helping county workers evaluate county programs and results.

Appraising county personnel and helping county workers appraise themselves.

Helping county workers establish realistic objectives for the overall program and specific projects.

Determining the real training needs of county workers.

Counseling with and guiding county workers.

Helping county workers inventory existing conditions, visualize problems, analyze resources and interpret facts for use in program development.

Finding where and how to obtain help in supervisory knowledge and skills.

Dealing with salaries, promotions, transfers, and dismissals of county personnel.

Organizing and/or conducting effective training programs for county personnel.

Helping county workers plan and conduct extension studies.

Helping agents coordinate or integrate agriculture, home economics, and youth work in a county program.

Helping county workers develop job descriptions.

Understanding the duties and responsibilities of the supervisory job.

## *Understanding Difficulties*

If you were to become an extension supervisor, you would be confronted immediately with some high adjustment hurdles. Most likely you would not automatically understand the requirements—the diverse and widely variable areas of responsibility—of this new position any more than most newly appointed supervisors have done.

Reflecting on this, you will appreciate the fact that the new supervisor should be provided "personal development opportunities" which will help him bridge this gap in his training. With training and experience he can acquire some of the knowledge, skills, and attitudes needed to attain high standards of job performance.

Until then, have charity. Remember that he or she is one of you.



# PRIVATE UNIVERSITY in the PUBLIC SERVICE

by RONALD SHILEN, Assistant to the Dean, School of Education, New York University

UNACCUSTOMED as I am . . . there is little choice. The editor wrote, "We prefer (over admission requirements and course offerings) that you emphasize the reasons why an extension worker should select New York University for graduate study." This I am not at all loathe to do.

During my 8 years as the operating executive of a foundation's fellowship programs in adult education, I was asked in dozens of face-to-face situations and in countless pieces of correspondence where to study. No week in the office went by without such an inquiry over the telephone.

## Objective View

If pressed beyond the standard and somewhat hedged answer, "That depends on what you want to do and what you need to do it," I was wont to name several universities in different parts of the country. This objectivity was deliberate and steadfast. In my role, I had to treat with scrupulous fairness the 12 or 13 institutions regularly offering graduate programs in adult education. This really wasn't difficult. Each university had its strengths and these I endeavored to describe fairly and fully.

The situation is changed. The fellowships with which I was associated and about which I wrote a year ago (EXTENSION SERVICE REVIEW, January 1960) are no more. I did not know then that the still-unchosen Fund for Adult Education Fellows of 1960-

61 were to be *la dernière classe*. Nor did I know that within a year I would resume teaching and continue administering at New York University.

My primary mission is to tell you what is special about N. Y. U. for extension agents, specialists, supervisors, and administrators. If I have been circuitous in getting started, blame it on modesty.

Over the years, I have consulted on graduate programs with many county agents, district supervisors, and State leaders, of both sexes, before, during, and after their participation in such programs. Consultations and interviews of this sort were a key responsibility of my office.

Multiply that source of information by the public school adult educators, the administrators and teachers in evening colleges, general extension, libraries, organizations and agencies with whom I dealt and my singular vantage is apparent. It would be difficult to set up a better curriculum for the person whose job it would be to organize and lead a program of graduate study in adult education.

## Metropolitan Offerings

New York University is not a land-grant school, nor is it a State institution. "It is a private university in the public service." It is not merely a major university in the East, it is a great institution of inter-

national repute. The fact that N.Y. is in New York City, "the crossroads of the world," is more than incident to the institution's stature.

The School of Education grants Ph. D., Ed. D., and M. A. degrees with specialization in adult education. I am a member of the Department of Administration and Supervision and give the courses in adult education.

The School of Education has had a long and distinguished history of advanced programs in adult education. During the past 15 years they have been administered by Professor John Carr Duff, who continues to teach in the Department of Administration and Supervision and to provide wise counsel and invaluable assistance in adult education.

A matriculated student takes his course work, irrespective of the location of his residence. All of the metropolitan New York City and its suburbs are N.Y.U.'s "dormitories." Actually, the graduate students live where they choose, and there is probably no urban area in the world that furnishes greater choice.

Those who have to defray the cost of graduate school from their current earnings, and loans will appreciate the fact that courses, both required and elective, are available on evenings and Saturdays, as well as during the weekday mornings and afternoons. My colleague, Professor Henrietta Fleck, Chairman of the Home Economics Education Department, says there is no dearth of oppor-

tunities for part-time and regular employment in New York City for graduate students in her area.

The faculty of the School of Education includes outstanding psychologists, sociologists, anthropologists, and scholars in the humanities and science. These and other experts in varied skills and arts share a highly-specialized interest—the education and training of teachers and educational leaders.

### Classroom Advantages

All of the classes I teach have at least one extension worker. It is my expectation and purpose that the number in future classes be increased.

If a class or a seminar in adult education is to be highly effective in fulfilling the common objective of its membership—whether the subject matter concerns history, philosophy, principles and practice, methods and materials, or any other aspect of adult education—it needs extension members. There is a corollary—extension workers engaging in advanced study need exposure to the points of view, the problems, the approaches, the commonalities of enterprise and invention of the toilers in the adjacent and comparable vineyards of adult education.



Such intellectual fraternization is indispensable to an adult education curriculum for professionals. It has important implications for what can and should happen in the communities the educators serve.

The Extension Service is undergoing or facing (most leaders concede its either/or) rigorous transformation. The nature and cause of it

are as much in dispute as the direction in which Extension is moving or being moved.

Leaders with acuity of vision and the courage of their convictions have achieved consensus around at least one affirmation—Extension vitally needs broader-gauged leaders and differently-equipped workers. The conventional curricula are smooth with use. They are, nonetheless, ruts; fine for wagon wheels but totally unsuited for cleated tractor tires. Undergraduates and graduates in extension are still being carefully prepared in some places for the skillful handling of tasks and problems that have shrunk or vanished.

The sermon of the preceding paragraph relates to the rest of this article only to the degree that the reader glimpses a connection. You may not have thought about New York University as a place to go for graduate study because it's outside the orbit of the ordinary in your sphere. Think about it!

This space talk reminds me that I have nearly run out of my quota. I barely have enough to mention N.Y.U.'s program of adult education in public affairs.

The design of this program is almost wholly determined in student-advisor consultations, and the core of it ranges from international affairs education to leader training for local discussion groups. Obviously a campus environs that includes the United Nations headquarters and the industrial, cultural, managerial, and organizational centers in and about New York City provides a unique laboratory for study and internship for adult educators in public affairs.

Those interested in this program or anything else in adult education at N.Y.U. should write to the author.

### SECRETARY FREEMAN

(From page 27)

While completing his law degree at the University and after graduation, Freeman was assistant to then Minneapolis Mayor Hubert Humphrey. Freeman was in charge of veteran affairs from 1945-49. From 1946-49 he was chairman of the Minneapolis Civil Service Commission.

During the late forties and early fifties he was a member of the law firm of Larson, Loevinger, Lindquist, Freeman, and Frazer. He was a candidate for Minnesota's attorney general in 1950 and for governor in 1952. He was elected governor in 1954 and re-elected in 1956 and 1958.

Besides his political and governmental activities, the new Secretary is active in a host of civic, professional, and church activities. He has been a deacon in the Ebenezer Lutheran Church in Minneapolis and has served as officer in many other organizations.

The Freemans have two children, Constance, 15, and Michael, 12.

## 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 2099 Control of Caterpillars on Commercial Cabbage and Other Cole Crops in the South—Revised December 1960
- F 2151 The Japanese Beetle—New (Replaces F 2004)
- F 2153 Feeding Dairy Cattle—New (Replaces F 1626)
- G 74 Food and Your Weight—New
- G 75 The European Earwig—How to Control It Around the Home—New
- L 23 Sweetclover — Revised December 1960
- L 367 The Tomato Fruitworm—How to Control It—Revised November 1960
- L 449 Okra Culture—Revised November 1960
- L 481 Selecting Farm Framing Lumber for Strength—New
- L 484 Persian Clover, A Legume for the South—New (Replaces F 1929)
- MB 15 U. S. Grades for Beef—New (Replaces L 310)
- F 2035 Making Land Produce Useful Wildlife—Revised November 1960
- F 2041 Castorbean Production — Revised December 1960
- L 184 The Elm Leaf Beetle—Revised December 1960

# Plan with a Full Crew

by JOHN H. EWING, JR., *Green County Agricultural Agent, Kentucky*

**A** SHIP at sail without a captain will never reach port. A program undertaken without a leader will never be achieved. A ship captain has full knowledge of everything going on, but hundreds of others keep the ship moving toward the goal.

This might also be said of the Extension Service. An extension worker must have complete knowledge of the situation and be a guiding force in program planning. At the same time he must have a full crew of planners.

The scope of Extension is far reaching. If we read realistically and comprehend the original Smith-Lever Act, the purpose of Extension was the same then as it is today—to motivate the people within an area to work toward improving their economic and social standards of living. This leaves no room for an extension worker who is not working toward that end.

## *Realistic View*

To make any progress toward such a goal, an extension worker must understand several important facts.

He must realize that there are others who can share in the total program. No matter how hard he works, he will not solve all the problems. Many of the same problems and new ones will face those who follow.

An extension worker must know as much as possible about the area in which he works. He must be wil-

ling to work with others and share their knowledge. He must know how to accomplish the purposes set forth.

This means two things. First, extension must develop a team approach, within its own personnel and with others working in the area. Secondly, extension must widen its program to include nearly every facet of life within the area.

These two things cannot be accomplished in a short time. Years of work toward such a goal are needed. The goal, moreover, is never reached, because as we approach it, it moves farther away into a broader field.

## *All-Inclusive Planning*

The only way to develop a program to meet the people's needs is to include as many people as possible in the developing stage. If we want people to cooperate on the total program, we must ask their help to develop the program from the start.

How do we organize for program development? We assume that our extension forces are organized and that we have as much knowledge of the area as possible.

We must now assemble people from all walks of life for a program development meeting. Involve a representative from every possible group. This includes other agricultural agencies, health organizations, bankers, business, local government, schools, trade groups, public service groups, farm organizations, 4-H,

homemakers, livestock associations, crop groups, forestry, and others.

The timing, place, and arrangements of the original meeting are important. Ample time should be allowed.

The local extension staff should stay in command. This does not mean to dominate the meeting. Using diplomacy the extension workers can stay in the background and still guide the meeting.

The keynote address could be given by someone well-versed in the problems of the county, with plenty of enthusiasm. The morning session can be devoted to brief talks.

There should be time for questions and answers and several short breaks. This will allow freedom of discussion.

Later, small groups may be given an hour to discuss and list the problems they think should be included in the total development program. After an hour, all groups should be brought together in another general session.

## *Basic Summary*

After each group has reported, problems may be numbered 75 to 100. These usually can be cataloged under problem areas similar to the Summary Report.

This forms the first draft of the total area development program. The first draft becomes a framework for nearly any area problem.

After the total area development program is planned, specific problem areas listed are attacked. Special committees, interested in various areas, carry on the work.

So Extension, like a seagoing vessel with a full crew, can set out toward new goals. When extension workers know their jobs and their people and when the people understand their problems and alternative methods, progress will be made.



Education Library

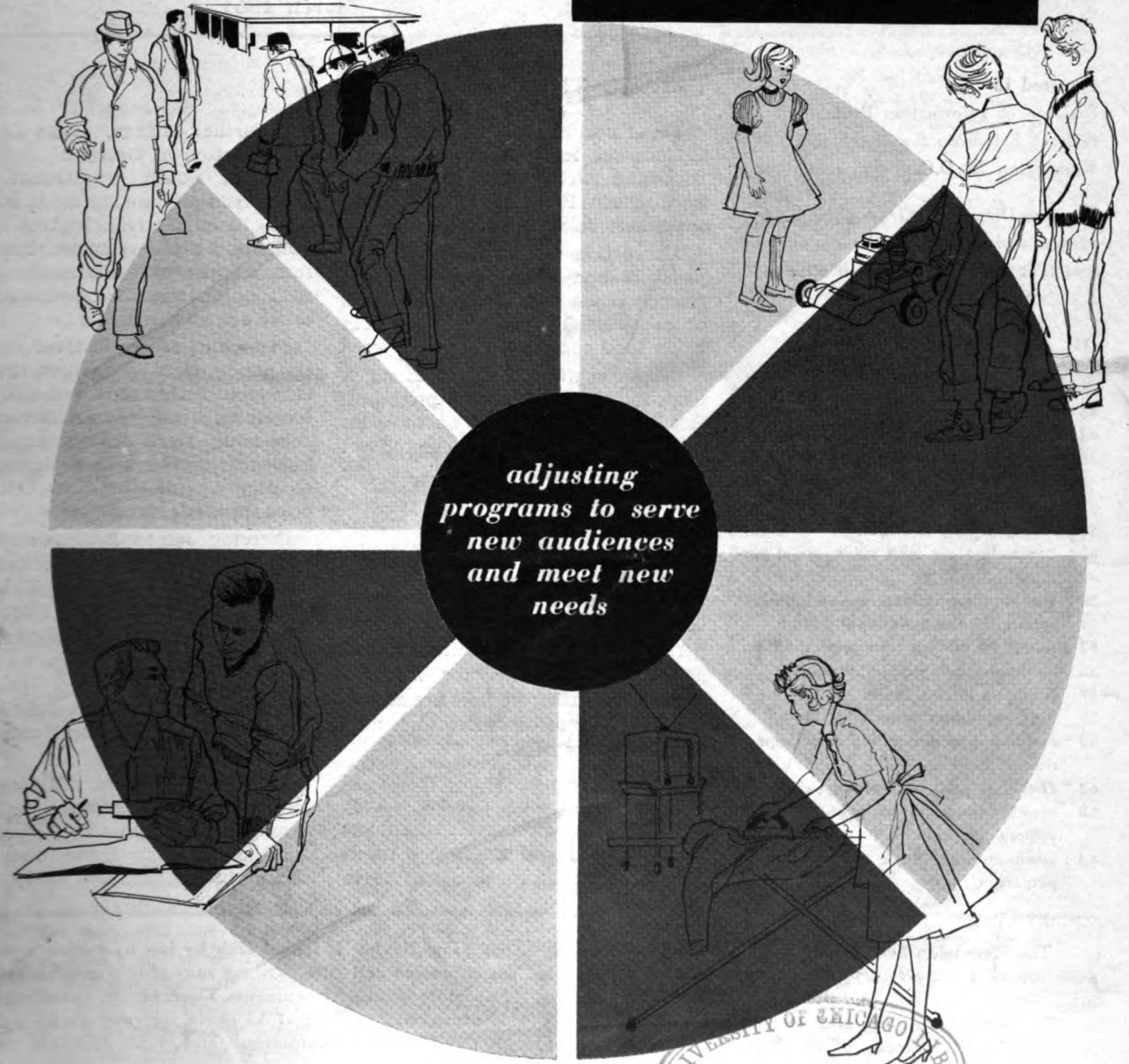
A Tool for Helping Farmers  
Make Feed Grain Choices  
... page 52

32:3

Brief  
Educ

EXTENSION SERVICE  
*Review*

MARCH 1961



*adjusting  
programs to serve  
new audiences  
and meet new  
needs*

THE UNIVERSITY OF CHICAGO  
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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 the community.*

*The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes, and to for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agencies 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 home and community a better place to live.*

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### EAR TO THE GROUND

Yes or no? That's the kind of clear-cut answer farmers have to make regarding participation in the 1961 Feed Grain Program. And the answer must be given promptly.

The article and budget form on pages 52 and 53 will help you help farmers make this decision. You will, of course, want to adapt the form to fit local conditions.

Extension workers are often called upon to interpret national programs. But it isn't often that we have an opportunity to exert leadership on such short notice as this. As you know, legislation providing for this program was passed just a matter of days before planting time in many areas.

Extension workers, of course, are used to shifting operations to meet a rapidly changing situation. Other articles in this issue, for example, tell how extension workers are adjusting programs to serve new audiences and meet new needs.

"Of all the forces operating in today's society, the desire for change is perhaps the strongest . . . change feeds on itself and breeds new needs and desires that in turn call forth

still further change," says Director W. A. Sutton of Georgia.

In the South, traditional farm enterprises are moving aside for new ones. In other areas, highly specialized farms are developing. Part-time farmers are growing in numbers. In other sections, urban and suburban areas are mushrooming.

State and county extension workers are recognizing changes in audiences and their needs and are doing something about them. Through this issue, you'll find examples of how extension workers across the country are meeting the challenge of change.

Director James B. Fawcett of New Jersey extension workers is asking, "What will the Extension Service of the future be like; will its job be; with whom will it work?"

"The answers depend on you," he says promptly, wisely, and boldly. "The Extension act," Director Fawcett replies.

Now, perhaps more than ever before, we must be prepared to adjust extension programs to serve new audiences and meet the new needs which changes bring.

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 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.

# F. J. Welch

## Appointed Assistant Secretary



Frank J. Welch

FRANK J. Welch, for some 20 years an active member of the adult education and Cooperative Extension service team, has been named Assistant Secretary of Agriculture for Federal-State Relations.

In his new assignment, Assistant Secretary Welch gives leadership to 14 DA agencies which are responsible for education, research, and conservation. These agencies are Federal Extension Service, Agricultural Research Service, Farmer Cooperative Service, Forest Service, and Soil Conservation Service.

### *Kentucky Dean*

Since July 1951, Dr. Welch has been dean of the College of Agricultural and Home Economics and director of both the Agricultural Extension Service and the Experiment Station in Kentucky. As part of this he was in charge of the activities of county farm and home demonstration agents throughout the State. One of Dr. Welch's principal interests has been the economic development of rural areas with large numbers of small and low income families.

Dr. Welch was the main University of Kentucky representative in forming a joint University and Kellogg Foundation program to pro-

mote farm, industry, and community development in the State's eastern area.

Dr. Welch's accomplishments in Kentucky were recognized by the Progressive Farmer magazine when they named him "Man of the Year in Service to Kentucky Agriculture" in 1954. In honoring Welch, the magazine said:

Outstanding leadership in adapting the University's agricultural and home economics programs to the needs of Kentucky people; the enthusiasm and vision with which he has inspired rural leadership to more tireless effort in furthering improved farming and better living; the harmonizing influence through his wide contacts leading to goodwill and mutual understanding among the agricultural agencies of the State; these are outstanding attributes of Dr. Frank J. Welch.

### *TVA Director*

To serve the area in another capacity, Dr. Welch took a leave of absence from the University of Kentucky to work with the Tennessee Valley Authority. Between December 1957 and February 1959, he was one of TVA's three directors.

Member of numerous advisory and study commissions, Dr. Welch is currently serving on the Harvard Business School's committee to advise on research and teaching activities related to agribusiness.

Other groups of which he is or has been a member include the National Agricultural Research Policy Advisory Committee; Divisional Committee for Scientific Personnel and Education, National Science Foundation; Board of Trustees, American Institute of Cooperation; Kellogg Foundation Agricultural Advisory Committee; President's Commission on Increased Industrial Use of Agricultural Projects; and Special Advisory Committee for the Census of Agriculture.

From 1955 to 1957 Dr. Welch was a Director, Federal Reserve Bank of Cleveland. Recently he was named a member of the CCC Advisory Board.

The Assistant Secretary is also active in the American Economic Association, the American Farm Economic Association, and the Southern Economic Association.

### *Early Experience*

A native of Winfield, Tex., Secretary Welch, who is 58, has spent most of his life in Mississippi. He began his career as a high school principal in Mississippi in 1928. Six years later he became State Director of Adult Education and in 1937 became head of the Department of Economics and Sociology in Mississippi State College. He was named Dean of the School of Agriculture in 1945 and, in addition, Director of the School's Experiment Station in 1947.

Dr. Welch graduated from the University of Mississippi in 1927 with a B. A. degree in economics. He received his master's degree in 1932 from the University of Colorado in economics, marketing, and public administration. In 1943 he received his doctor's degree from the University of Wisconsin in agricultural economics. Berea college, Kentucky, awarded Dr. Welch an LL. D. degree in 1959.

The new Assistant Secretary is married to the former Eva Crouch. They have a daughter, Betty Jane, 14.

# The Impact of Urbanization on Extension

by JAMES B. FAWCETT,  
Associate Director of Extension,  
New Jersey

**E**XTENSION the country over has historically dealt basically with the economics, social, and cultural problems and interests of rural life. But in the Northeast, Extension long ago felt the impact of urbanization.

The increasing tempo of change in a highly developed urban-industrial-residential-agricultural State produces endless consequences for Extension. We have to ask whether we in Extension are adjusting our concepts, programs, and methods rapidly



Bergen County Agricultural Agent William Oberholtzer records a new message for gardeners on the "Tip-o-Phone."

enough to keep up with the pace of change in society—urban and rural.

Our extension staff is asking, "What will the Extension Service of the future be like; what will its job be; with whom will it work?" And some are asking, "Will there be an Extension Service, as we know it, in the New Jersey of the future?"

The answers to these questions for New Jersey and many other States will depend on how promptly, wisely, and boldly we in Extension act. We must thoroughly examine our programs, objectives, use of resources, and professional competencies. And we must shift emphasis and shore up our resources and programs to realistically satisfy the needs and interests of our present and potential clientele.

Implied is the need to give more attention to the social science aspects of the problems of our clientele and a substantial strengthening of our professional resources to accomplish this. Perhaps some changes will have to be made at the expense of some of our traditional resources.

## Urban Impact

In New Jersey, there is still a thriving and economically important agricultural industry. And there will be for many years to come. But there is not a farm in New Jersey today that is not significantly affected by urbanization.

We find that the educational needs and desires of farm people are changing in response to the economic and social changes and pressures on them from the rapidly expanding urban influences. This is reflected in the kinds of educational programs they look to Extension to provide.

The greatest single factor in the impact of urbanization on Extension is the sheer increase in numbers of potential clients. The 1950 census shows a total population in the Northeast of 39,477,986, and for New Jersey of 4,835,329. In comparison, the 1960 census shows for the Northeast region a population of 44,677,819, and for New Jersey 6,066,782—a gain for the region of 13.2 percent and for New Jersey 25.5 percent. For New Jersey, this breaks down into a 28.4 percent increase in urban, 15.3 percent increase in rural nonfarm, and

an estimated 38 percent decrease farm population from 1950 to 1960.

These shifts have created many new problems of abrupt changes in community patterns, customs, and economic and social institutions. Extension finds itself in the middle of these problems because they involve many once-rural people with whom we have worked. These people continue to look to Extension for help and counsel on all kinds of economic and social problems, not necessarily related to agriculture and home economics.

The newcomers to these burgeoning communities soon learn of Extension's service to the community, and they often become the most active participants in extension programs.

Even in big cities and their suburbs there is a steadily increasing awareness of Extension's ability to help people solve problems of family living, home and home grounds, parks and public grounds, shade trees, athletic fields, industrial landscape, factory insect and rodent control, consumer information, food handling and distribution, youth development and a host of others.

Thus Extension in Northeast urban areas has had to experiment with new methods of reaching vast numbers of people effectively with educational programs despite limited cost and staffs. At the same time, we have to satisfy the needs and interests of individuals and small groups who have a wide range of problems and interests.

## Audience Contacts

Our major solutions to these problems have involved more intensive use of mass media and the telephone training approach. This has necessitated continuous intensified in-service training of both specialist and contact staffs in the attitudes, techniques, and skills essential to successful use of these methods.

Bergen County is typical of urban counties. Lying across the Hudson River from New York City, it has some 70 urban communities and 700,000 people.

Bergen County agents are swamped with requests for information. (See *Urbanization*, page 56)



# EXTENSION IN A CHANGING SOCIETY

by W. A. SUTTON, Director of Extension, Georgia

OF all the forces operating in today's society, the desire for change is perhaps the strongest.

Almost everyone seems possessed with a desire to be better, do better, live better. Satisfying even the smallest of these wants or needs comes only with change.

Like a pebble tossed into a pool, the smallest change eventually has its impact on the whole of society. Nor does the story end here. Change feeds on itself and breeds new needs and desires that in turn call forth still further change.

To put it another way, the problems of today are different from those of yesterday and those of tomorrow will differ from these of today. Likewise, today's solutions are different from yesterday's and tomorrow's will be different from today's.

With these premises as a background, how does Extension fit into today's society, and what will it contribute in the years ahead?

The answers to these questions are not immediately at hand. However,

a brief review of developments in extension work and the changes in Extension through the years may offer some worthwhile insights to these questions.

## Original Needs

Extension came into being at the time a number of problems were developing. There was a growing accumulation of agricultural research information which needed to be put to practical application. On the other hand, there was an increasing need for better and more profitable farm practices.

Out of this came the idea of itinerant teachers whose duty it would be to take agricultural research information to farmers and help them adapt it to their own particular situations. On their itinerant visits, early extension workers were able to help farmers with only a few specific problems, usually those that were uppermost in the farmer's mind at the time of the visit.

Typical among these in the South

were specific practices related to controlling or overcoming the effects of the cotton boll weevil. As control measures began to be adopted, new problems in cotton culture and in other enterprises were recognized.

## Expanded Interests

Extension recognized the growing demand for assistance by increasing its personnel and expanding its programs to include instruction covering whole enterprises instead of isolated, specific practices. Here, instead of just helping the farmer with the problems of boll weevil control, the extension worker helped him with the entire process of producing cotton.

As diversification came into the picture and more and more crops were produced, the problems of coordinating the various crops and enterprises into a total farm program became important along with new technology within the various enterprises. Again Extension countered by providing more and better qualified people to work with farmers and supported local workers with a staff of highly trained subject matter specialists at the State level.

The development of extension work in home economics and youth somewhat paralleled that of agriculture and a point was reached where many problems were no longer identified as being exclusively farm, home, or youth. Instead they came to be recognized as problems of the farm family.

Here again Extension countered by recognizing the farm and home as a complete unit with the family as its center and devised means and methods of assisting families with a great many more of their problems on a concerted and logical basis.

## Adapting to Changes

With these developments there came the need for Extension to work with and through many kinds of groups and organizations. Its response to these challenges has been most gratifying. Many successful commodity associations, purchasing and marketing organizations, and other local and national institutions

(See *Changing Society*, page 54)

# Specialization Keeps on Growing

by GEORGE B. ALCORN, Director of Agricultural Extension, California

**I**F you were a commercial vegetable grower in Monterey County, Calif., seeking advice from your county agricultural extension service office, you would find many of the advisors to be specialists, much as doctors are in a modern medical clinic.

But in addition to being specialized in a commodity, they would also be specialized in a certain subject such as entomology. In this, they would resemble the pathologist or virologist in a large clinic.

The Monterey County extension director and his staff pattern a part of their 9-person organization to meet the complex problems which face commercial growers of vegetables in that county. Vegetables rank as the number one crop, producing more than \$70 million gross return to Monterey growers in 1959.

The typical commercial vegetable grower in Monterey County intensively operates a large acreage of irrigated land. Several hundred dollars may be involved in producing a single acre of a vegetable, such as head lettuce. Operators or managers of these vegetable farms often are college graduates and have the

answers to many cultural problems. They realize, however, that they cannot keep abreast of scientific developments in such fields as weed control, entomology and nematology, soils and irrigation, and plant pathology.

## Adjusted Responsibilities

To guide these vegetable growers more ably, four of the advisors were given both primary (horizontal) and secondary (vertical) responsibilities. The positions now have this type of division: Harry Agamalian—weed control (primary), agronomic crops (secondary); Norman McCalley—entomology (primary), vegetable crops (secondary); James Lugg—soils-irrigation (primary), vegetable crops (secondary); Arthur Greathead—plant pathology (primary), fruit crops (secondary).

The remainder of the county staff are not as clearly divided into horizontal and vertical duties. The county director, William Huffman, has vegetable crops as a responsibility, in addition to administration, communication, and public relations.

While only a few counties have

gone as far as Monterey in horizontal specialization, this trend shows in other highly specialized areas. The traditional commodity, or vertical, approach to problem-solving often will continue to be the more plausible. This is the one unit in which most of our staffs operate.

For example, one advisor is responsible for field crops, one for fruit crops, etc. We in extension are finding out what departments of search and instruction have been covered already, that the ideal is a mixture of both vertical and horizontal approaches.

We realize that specialized agriculture doesn't expect us to have all the answers, but it does expect us to be able to get the answers when needed. This means that our county program must be geared closely with the specialists and with the research arm of the University of California Division of Agricultural Sciences and the U.S. Department of Agriculture. It also means that our staff, out of necessity, will have to do more applied testing or field research.

Our program for specialized commercial agriculture also will be more largely with particular problems of the agricultural business community, including those who supply services to farmers and those who handle farm products.

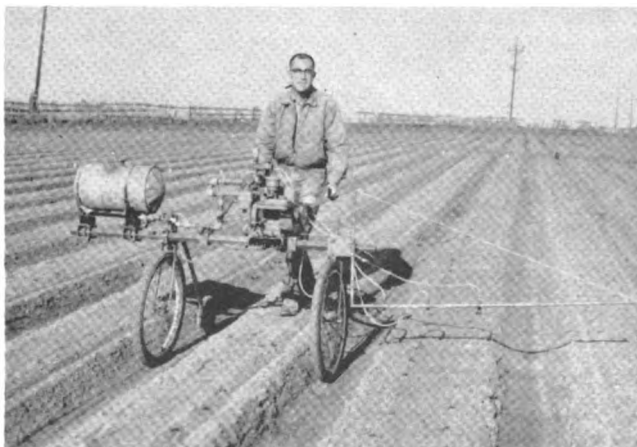
## Specialization Needed

The diversity, specialization, and intensity of California's commercial agriculture with its high capitalization means that our extension program must be specific. It must be aimed at a positive solution of more pressing problems that face the industry.

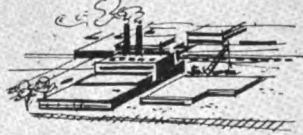
In this market, generalized information and older published data are usually depreciated currency. We are long past the time when our extension field staff could act as general practitioners. We need and have in effect, a clinic of specialists in county offices.

With even more specialization being demanded in the 1960's, we need to consider building this specialized staff on some base larger than the county. Already, we have pre-tested this method.

(See *Specialization*, page 54)



Monterey County Farm Advisor Harry Agamalian demonstrates a logarithmic sprayer applying weed-control chemicals.



*facing the trend to*

## **PART-TIME FARMING**

by **DAVID S. WEAVER**, *Director of Extension, North Carolina*

ONE from many areas are the communities made up entirely of farmers. Now it's a combination of commercial farmers, part-time farmers, residential farmers, and families living in rural areas but depending entirely on the towns for their living.

Two large, and evidently increasing segments of the population in our rural communities are known as part-time and residential farmers. Part-time farms, according to the 1954 census of agriculture, are those with a value of farm sales of \$250 to \$1,000, provided the farm operator works off the farm 100 or more days each year and/or the nonfarm income received by him and the members of his family is greater than the value of farm products sold. Residential farms are those with a total value of sales of farm products less than \$250.

In 1954 more than three out of 10 farms in the United States were classed by the census as either part-time or residential. In numbers, there were about 575,000 part-time farms and 875,000 residential farms.

There is great variation among states and regions in the extent of

part-time farming. In terms of numbers, the greatest concentration is in the South, particularly in the Southern Appalachian area.

As might be expected, some characteristics of part-time farming and part-time farm families differ from commercial farm operations.

### ***Part-Time Farming Traits***

In 1954 the average size of farm operated by part-time and residential farmers in the United States was 81.1 acres and 47.7 acres respectively, compared with an average of 242.5 for all farms. The average size of these farms was similar for all major regions whereas commercial farms varied from an average of 167 acres in the south to 799 acres in the West.

At least in the Southeast, part-time farm families are predominantly people with farm background who have sought employment off the farm. In a western Kentucky rural area in 1953, 82 percent of a sample of 189 part-time farm operators had originally farmed full-time. In a western North Carolina county in 1960, 30 percent of a sample of 87 part-time farm operators said they

inherited all or part of their land. More than three-fourths reported they had lived in the county at least 30 years.

Part-time farming is usually regarded as a step in the direction of a nonagricultural occupation but in some cases is a step in the other direction. There is some evidence that for large numbers it is looked on as a permanent arrangement.

### ***Trend Causes***

Several studies have revealed both economic and social factors as motives people have in combining farm and nonfarm work. Such economic motives include higher income through cash enterprises, lower food costs, and security against unemployment or in retirement. Non-economic motives include love for the open country, rearing children in a rural environment, or being one's own boss in a productive enterprise.

In the same North Carolina county mentioned above, 68 percent of the part-time farm operators and 73 percent of the homemakers said they would not be willing to give up farming altogether even though the operator could get a high paying job in town.

In another mountain county, a similar percentage of homemakers in 297 farm families with low income and low level of living scores said they would "not be willing to take a nonfarm job at an increase of half again as much income as they now had if it meant they would have to move the family to one of the larger towns in this area."

Several studies by agricultural economists in North Carolina have indicated that nonfarm employment is an effective means of supplementing farm family income. This is particularly true for the small operator faced with capital restrictions or who is unwilling to assume substantial risks involved in investing large sums of borrowed money in farming.

What is the impact of this growing segment of our population on Extension?

In the field of agriculture, one of the first general questions to be decided is how much time should be devoted to this "noncommercial" (See *Part-Time Trend*, page 63)

# Tuning in New Audiences

by MYRTLE NESBITT, *Home Demonstration Agent*, and J. K. JONES, *County Agent, Greenville County, South Carolina*

TEN short years ago Greenville County had nearly 6,000 farms. Today that figure has shrunk to 2,300 according to the latest census. And of these, over half are part-time farmers, receiving more income off the farm than on it.

People? The population has grown by more than 50,000 during the same 10-year period.

## *Audience Changes*

Industry is the reason for this increase. People are moving in for the many job opportunities. Metropolitan Greenville with its textile mills and other plants has a population of over 100,000. Five smaller towns with populations from 1,000 to 15,000 dot the county.

The rural area is covered with homes. From most of these come the workers that man the plants of the nearby cities—a total population of over 200,000 in the county.

Full-time farmers are much in the minority in the rural areas. Part-time farmers outnumber them. Rural non-farm people total more than both.

Yes, the audience has changed. Extension must tune in to new people. We've made an effort to do this.

The extension program has not been changed in its entirety. We have retained much of the old. We have enlarged and broadened the program to help meet the varied interests and needs of the nonfarm, city group.

For example, community programs on cotton would not have today the

large audience they enjoyed in the past. The same is true for many other agricultural and homemaking subjects.

As one "old timer" has said, "I can remember that just about 15 years ago when the lights were turned on in a schoolhouse 100 to 150 interested folks would be on hand shortly." Conditions like this no longer exist.

## *Shifting Interests*

Interest has changed with the rapidly increasing urban nonfarm population. Questions on cotton, corn, hay, and other income crops have decreased as the number of farms declined.

Now, there are many questions on lawns, shrubs, house plants, family life, consumer education, home beautification, backyard fruit and nut trees, freezing foods, newer methods in canning, termites, upholstering, slipcovering, and the like.

The same is true in 4-H. Cotton and corn once were the main projects; that's no longer true. Boys' and girls' interests have changed, for most of them do not live on a farm although they live in rural areas.

Crafts, electricity, wildlife, home beautification, safety, good grooming, automotive, and similar projects now appeal to a larger number of 4-H members than in the past.

An extension worker now must have knowledge of many fields, for the questions asked are more varied. Phone calls and visits during one morning's work usually deal with over a dozen different, unrelated subjects.

## *Adapting Our Approach*

Much of the organization and planning is carried out through our county agricultural committee and its various subgroups which pinpoint those things that suit our varied-interest audience. This approach is not new; the committees just cover broader subject matter.

Meetings are still going on—but in a different way.

Home demonstration clubs, 4-H clubs, commodity group meetings, and special interest groups help in

reaching our new audience by adding programs to fill their needs and interests.

Added to this, extension work via garden clubs, civic clubs, professional groups, homemakers clubs, and community clubs helps to get the staff across and meet the desires of the people.

Farm meetings have taken a twist. In some cases, morning and afternoon sessions on the same subject are held to allow those working on different mill shifts to attend. Luncheon and dinner meetings have also become a popular means of reaching our audience.

Likewise with 4-H some changes have been made. More and more out-of-school clubs are being organized in rural nonfarm areas. Special interest clubs in tractor maintenance, farm and home electricity, automotive, dairy calf, health, and other areas are used to reach our new rural urban group of youngsters.

## *Public Contacts*

Daily radio, weekly TV programs, weekly columns by the county home agent, and spot news help in reaching our varied audience.

Another way we reach a large number of people is by setting up an extension information center. Our weekly livestock auctions, which usually attract several hundred people. At this information center bulletins and circulars are displayed and distributed, short talks on the topics are made over a loudspeaker, and conferences are held.

Bulletin racks are also on display at feed and seed stores and at farm and rural gathering places in the county.

Toll-free telephones cover the county, and they are used to advantage. Now more people can be reached by telephone than by visits. In fact, traffic congestion in the city, along with restricted parking, has greatly reduced calls at county agents' offices.

This trend will continue in the future. More program changes will be made as necessary to fulfill the needs of our changing audience in Greenville County. Extension's success is not easier; but we have always welcomed a real challenge.





## REMODELING our farm management program

by J. A. WHEELER, Union County Agricultural Extension Agent, Kentucky

UNION County farmers are not driving the same tractors, the same trucks, nor the same cars they used 2 decades ago. Neither are they using the same management methods they used in days gone by. Modern needs, new techniques, and better know-how brought management changes. They have also called for new teaching procedures in our farm management program.

Many Union County farmers are progressive; at the same time they are definitely aware of their inefficiencies in management. They recognized several years ago that if they

were to stay "out front" in the highly competitive field of farming, they needed immediate help.

So, in 1957, the Union County extension agents and extension council, with the cooperation of several departments of the University of Kentucky, set up an intensified Farm Management School.

Twenty-five farmers who were considered successful operators were enrolled for a continuous 5-day period of intensive classroom work. The purpose was to teach them the basic principles of farm planning and "linear programing."

On the first day of the school, the group visited a representative or "key" farm, which had been selected previously for an on-the-farm study of the operations. After agreeing on price and cost levels and other assumed factors, the overall group split into five working committees. Each committee was told to work out a total plan for the key farm, setting its own limitations on capital, labor, and various enterprise investments.

The training given in this school was designed to teach the farmers how to put together the use of land, labor, and capital; and the development of each enterprise for maximum income as well as the greatest satisfaction to the operator and his family.

### *Personal Comparisons*

The climax came when each committee presented its farm plan, and the agricultural economics department of the university presented its plan. Notably, all the plans called for expansion in crop production and significant increases in yields.

It was evident that with more efficient labor and machinery use, and expanded capital investments, a substantial increase in net returns could be gained. The enrolled members discovered that they had much higher income potentials with their present resources than they had known.

After this 5-day school there was considerable need for on-the-farm followup by the agent, as each farmer began to plan for more efficient operation in one or more enterprises.

The next year the same group held a second 5-day training period, which this time included farmstead layout and materials-handling. The agricultural engineering department of the university took a prominent part in this 5-day school.

Because of growing interest by farmers, a new group of 25 was set up this second year and given similar training. Of course, this involved holding two schools.

At the beginning of the third year still another group was organized and put through the same training procedures as the two previous ones.

(See *Farm Management*, page 58)

# The Vacation Business Is Our Business

by JAMES W. GOOCH, *Information Specialist, Upper Peninsula, Michigan*

**H**ow do you preserve the beauty of a wilderness area and yet put up enough signs or billboards to stop the passing motorist? How do you get capital enough to build plush resort accommodations demanded by today's competitive tourist industry? How do you train and keep competent employees when trends and tradition cause the cream of the youth crop to migrate out of the area?

These are tough questions to answer. But it can be done.

## *Educational Resources*

Michigan county extension agents in the Upper Peninsula resort area don't get the answers from the conventional bulletin rack or from the typical extension specialists. The Michigan State University Cooperative Extension Service has maintained three tourist and resort specialists for nearly 15 years. These specialists conduct research in such areas as food service, motel and resort design, landscaping, and management problems. They also make periodic visits into the resort country



Marquette County Agent Mel Nyquist (right) confers with an Upper Peninsula motel operator on the tourist business.

where tourism is a \$150 million industry.

The county agent, however, is the key contact with the tourist industry.

In addition to assistance from the three tourist and resort specialists, the Peninsula county agents have a direct line to the services of all of the university's colleges.

A strong believer in providing individuals a chance to adjust and develop their capabilities for serving a changing clientele, District Extension Director Daniel W. Sturt arranged for a continuing inservice training program for county agents. The county people spend from 5 to 10 days each year studying in depth the trends of the tourist industry and available educational resources.

The three-sided program for the tourist industry includes personal counseling, group training, and assistance to promotional organizations.

## *Training Groups*

District tourist and resort institutes in 1958 and 1959 provided owners and operators an opportunity for training and acquainted them with educational resources available.

Several hundred have graduated from waitress-training sessions in Houghton, Marquette, Luce, Gogebic, Ontonagon, and Dickinson Counties.

Many high school boys and girls are trained in 3 or 4-week short courses and hospitality schools each winter to help boost their employment opportunities the following summer. These teen-agers receive special training in such areas as merchandising, personal grooming, and landscaping and are fortified with enough area information to send any tourist happily down the road. In Houghton County, where 212 boys and girls completed the course last year, many resort operators now ask whether

teen-agers have had the training before considering them for employment.

Training sessions for retail sales clerks have proven effective in Iron and Alger Counties. All available local people are used for instruction at these training classes.

Upper Peninsula county agents now work with individual tourist operators as well as the dairymen, potato, and strawberry producers who have survived recent farming adjustments. Farmers are interested seeing the tourist industry grow since the increased business results in a stronger market for local farm products. Also, many farmers are employed part-time in the tourist industry.

Tourist and resort operators have found it useful to organize in many areas. Extension agents have served as coordinators. In addition to the trade associations' usefulness in group action and planning, they provide a good working base for educational programs.

## *Checking Reactions*

County surveys show trends and attitudes so operators can best prepare to draw and serve tourists. Such a survey last year in Iron and Dickinson Counties indicated a heavy run of campers would hit the area. The information helped the businesses gear up for summertime visitors.

To gain a clear picture of tourist wants and needs, an intensive survey was carried out in each county this summer. The questionnaires gathered operators information about where tourists came from, why they came, and their reactions to facilities and services.

Tourists coming into the Upper Peninsula are happily aware of improved services and facilities. So changes are obvious—such as modern motels or resorts replacing small cabin units.

Tourism holds great potential for the Upper Peninsula's economic development. People in all counties are seeking help in managing, improving facilities, training people, and organizing trade groups. A Cooperative Extension has taken hold of this golden opportunity to work with a new audience.

# Forestry Boosts Agricultural Income

by JOHN R. POTTER, Anson County Agricultural Agent, North Carolina

COTTON in Anson County can no longer claim the title of "King." Although it continues to be an important crop, many farmers have found it necessary to look for other sources of income. What is helping overcome this loss in income from cotton? Many farmers say that the sale of forest products is a "life-saver."

For years the harvesting of forest products was done haphazardly with little thought to the future. With recently improved practices during the last 10 years, more farmers are now treating their woodlands as a crop.

Examples of "slaughtered" woodlands in previous years have impressed upon farmers the need to follow a good management program. This is now paying dividends.

## Tree Planting Program

Planting unprofitable cropland to tree seedlings is an important phase of the program. During the 1958-59 planting season the Anson extension office placed orders for 4,169,000 tree seedlings. This was more than the entire production of seedlings in the State of North Carolina during the 1947 planting season.

Local banks took a keen interest in this program. They purchased the mechanical tree planter in the county in 1956. This stimulated interest among others and within 3 months 10 planters were in operation in the county on a custom basis.

During the last 10 years, approximately 20,000 acres have been added to new woodland. Young trees planted during the last 10 years are a good investment for the future sale of forest products in the county.

Special assistance was given farmers by conducting demonstrations on planting and care of pine seedlings. Working closely with planing operators has also aided greatly in getting trees planted early.

Better management of existing stands of timber is as necessary as the establishment of new woodland. With thousands of acres in need of proper thinning, efforts have been made to teach owners how to do this job. Method demonstrations have proved one of the most effective means of getting this practice in effect. Joint efforts of Extension Service, Forest Service, pulpwood companies, and other agencies have aided in getting more farmers to do a better job.

## Pilot Forestry Project

A pilot forestry demonstration started in 1958 provides an opportunity for farmers to see various phases of woodland management being practiced.

This project is sponsored by the Southern Pulpwood Conservation Association with one of the pulp and paper companies paying the expenses and performing the work of the area.

A local committee, consisting of representatives from Extension, Soil Conservation, vocational agriculture, Forest Service, lumber and pulp companies, consulting foresters, and farmers, determines and recommends the practices to be put into effect.

The cooperation of this committee has been excellent and has provided a good opportunity for representatives from various groups to work together toward a good, unified forest management program. This project is creating much interest and will be a "show place" in the future, illustrating what can be done under good management.

Successful marketing depends to a great extent on how much the timber owner knows about existing market outlets and good sales procedure. In order to assist woodland owners, the N. C. Agricultural Extension Service, in cooperation with the Southeastern Forestry Experiment Station, has published a timber marketing guide for Anson farmers.



Proper management of woodlands is most effectively put across to owners through demonstrations supported by Extension, Forest Service, and other interested agencies.

This guide lists buyers of wood products, sales procedure, forestry assistance available, and other valuable marketing information. Information compiled in this guide is an aid to any farmer ready to market his wood products.

## Role of Extension

The role of Extension in the total forestry management program continues to be educational. Through meetings, method and result demonstrations, and personal assistance to farmers, Extension is stressing all phases of woodland management.

When assistance is requested by farmers on management problems, the worker visits the farm to study and advise the owner concerning his individual situation. Once the situation has been analyzed, Extension refers the farmer to the best source of assistance available to help carry out his project.

Reference is often made to the Forest Service, consulting foresters, and representatives of pulp and lumber companies. A special effort has been made to work closely with  
(See *Boosting Income*, page 58)

# A Tool for Helping Farmers Make Choices Regarding the 1961 Feed Grain Program

**S**HOULD I shift some acres out of feed grain production in 1961? If so, how many acres should I shift? How will this affect our family income? Our work load? The risks we take?

These are a few of the questions facing farmers right now. And with the planting season at hand, decisions must be made promptly.

No pat answers can be given to these questions! Each farmer must decide on the basis of his own individual situation and resources.

To make a decision that he will be happy to live with, and to make it quickly, the farmer needs some specific information. And he needs an efficient tool for figuring out what course of action will be to his advantage. The budget form on the opposite page is such a tool.

The budget form calls for detailed information, as you will note. Much of this information must come from State and local sources and from the individual farmer. The latter is particularly true for production cost data.

County agricultural agents can be of great help to farmers by:

- Placing such a budget form in their hands.
- Showing them how to use it.
- Helping them to get the necessary information.

Farmers will, of course, get information on provisions of the program from the ASC office.

State specialists can help agents estimate typical cost data. These data will be useful in showing farmers how to use the form. Also, in addition to cost information, farmers will be seeking information from Extension concerning practices that might be followed on land being retired for one year.

If the form needs revision to make it better fit local farmers' situations, farm management specialists can offer suggestions to agents.

Purpose of the form is to estimate the effect of participation on the individual farmer's net income. Only costs that would be affected by participation in the feed grain program should be considered. It is not necessary to estimate receipts and expenses that will remain the same whether he participates in the feed grain program or not.

Using this form, a farmer can compare his expected net income if he doesn't reduce feed grain acreage with his expected net income if he does. He may want to compute net income for reducing different percentages of acreage. In that case, he will need extra copies of the form.

In Section A of the form, the farmer estimates gross income from feed grain acreage. First he multiplies the total number of feed grain

acres times expected yield per acre times the net value per bushel. He expects his grain to be worth. This will be his expected total gross income from these acres.

The term "net value per bushel" is used instead of "net price" to both the farmer who buys extra grain for feeding and the farmer who sells grain. If the farmer buys grain, the net value per bushel is the price he would have to pay plus any cash cost of delivery to his farm. If he sells grain, the net value is the price he could get minus any necessary cost for hauling, drying, storage, etc.

In considering reduction of feed grain acreage, the farmer multiplies the number of acres he intends to plant times his expected yield per acre times the net value per bushel. In addition, he will receive special payments for participation in the program. To figure these payments the farmer multiplies the number of acres diverted times the payment rate established for his farm.

## Other Income

The farmer should also estimate the income or value of family labor and other resources saved by shifting acreage out of production. For example, if he can use his time on a part-time job in town or doing odd-time work, the estimated pay for that work should be included.

And he may need to include interest lost on his cash. Cash that would normally be invested for seed or other production costs might be invested in other ways or earn interest. If the farmer normally borrows money for production costs, he should include interest saved.

So gross income expected from participation in the program will consist of the value of crops produced plus special payments for program participation plus the value of resources saved.

Section B of the form deals with "variable costs." Variable costs are those that will be different if the farmer participates in the program. They must be distinguished from the fixed (or overhead) costs such as taxes, depreciation, and mortgage interest. The fixed costs do not enter into the computations because they will have to be paid regardless of the feed grain

## Other Facts to Consider

Intangible factors, besides the effect on a farmer's net income, should be weighed by a farmer in making a decision on participation in the Feed Grain Program. A farmer needs to consider the effects of his participation on the entire agricultural economy and on society.

In sending proposed Feed Grain legislation to Congress, President Kennedy said: "Although this is an emergency program, it is consistent with our long-range objectives and would accomplish the following:

- (1) a moderate increase in (total) farm income;
- (2) a saving of several hundred million dollars of Government funds;
- and (3) a holding down or reduction of surplus stocks to more manageable proportions."

# A Farmer's Choices Regarding 1961 Feed Grain Program

## SECTION A. GROSS INCOME

	No Acreage Reduction	% Acreage Reduction
<b>VALUE OF CROPS PRODUCED</b>		
No Acreage Reduction: _____ x _____ x _____ \$ _____ acres      bu. per acre      expected net value per bu.		
_____ % Acreage Reduction: _____ x _____ x _____ XXXXXXXX \$ _____ acres      bu. per acre      expected net value per bu.		
<b>PAYMENTS FOR PARTICIPATION</b>		
_____ acres shifted out of production x _____ payment rate XXXXXXXX \$ _____		
_____ acres shifted out of production x _____ payment rate XXXXXXXX \$ _____		
_____ additional payments authorized by law, if any XXXXXXXX \$ _____		
<b>VALUE OF RESOURCES SAVED BY SHIFTING ACREAGE OUT OF PRODUCTION</b>		
Family Labor Saved—Estimated Value in Other Uses (Wages, custom work, etc.) XXXXXXXX \$ _____		
Interest Saved (Interest on money for cash costs eliminated) XXXXXXXX \$ _____		
Other Resources Saved, if any XXXXXXXX \$ _____		
<b>TOTAL GROSS INCOME</b> _____ \$ _____		

## SECTION B. VARIABLE COSTS

	No Acreage Reduction	% Acreage Reduction
<b>VARIABLE PRODUCTION COSTS</b>		
Seed _____ \$ _____		
Fertilizer _____ \$ _____		
Chemicals for Insect and/or Weed Control _____ \$ _____		
Fuel, Oil, Repairs _____ \$ _____		
Hired Labor _____ \$ _____		
Custom Work _____ \$ _____		
Hired Trucking _____ \$ _____		
Other Variable Production Costs _____ \$ _____		
<b>Total Variable Production Costs</b> _____ \$ _____		
<b>COSTS ON ACREAGE SHIFTED</b>		
Cover Establishment _____ XXXXXXXX \$ _____		
Noxious Weed Control _____ XXXXXXXX \$ _____		
Other Costs, if any _____ XXXXXXXX \$ _____		
<b>Total Costs on Acreage Shifted</b> _____ XXXXXXXX \$ _____		
<b>TOTAL VARIABLE COSTS</b> _____ \$ _____		

## SECTION C. EFFECT ON INCOME

	No Acreage Reduction	% Acreage Reduction
<b>TOTAL GROSS INCOME LESS TOTAL VARIABLE COSTS — NET INCOME</b> _____ \$ _____		

## SECTION D. OTHER EFFECTS OF SHIFTING ACREAGE OUT OF PRODUCTION

Reduced Risk _____		
Increased Conservation and Fertility _____		
More Time for Managing Acreage in Production _____		
Other Effects on Farm Operations _____		
Other Considerations _____		

acreage planted. Storage may be a variable or fixed cost, depending on whether the farmer has his own or rents storage.

The farmer estimates variable production costs for all of his feed grain acreage. These will represent his total variable costs if he does not reduce acreage. Next he estimates variable production costs for the percentage of acreage he considers planting (for example, 80 percent of his total feed grain acreage). Then he estimates his expected costs on the acres shifted out of production. Together, these will represent his total variable costs if he participates in the feed grain program.

In Section C, the farmer can easily compare effects on his net income. He merely subtracts total variable costs from total gross income to obtain net income. Then he compares net income for no acreage reduction with net income if he shifts part of his acreage out of feed grain production.

In addition to the effect on net income, the farmer should consider other factors if he is to make sound judgments. In Section D are lines for the farmer to note how he weighs these other considerations.

If participation in the feed grain program will affect a farmer's eligibility for price supports on other crops, this may be an important consideration. The farmer will need to estimate how much the price supports on other crops are worth to him and weigh this factor in considering participation in the feed grain program.

Reduction of risk is an important factor. Each farmer needs to ask himself, "What is it worth to me to have a specified, sure income for part of my acreage?"

The increased conservation and fertility resulting from shifting land to soil conservation uses for a year may also be important considerations. Some farmers are in the process of expanding their farm businesses. Others are working toward gradual retirement. Each farmer needs to consider how participation would affect his purposes and plans.

With all the facts, and this budget form, the farmer can decide whether or not he should participate in the 1961 Feed Grain Program.

## SPECIALIZATION

(From page 46)

area farm and home advisors. In two adjoining counties in the San Joaquin Valley, one poultry farm advisor handles the problems dealing with chickens in both counties and another handles the turkey problems in both.

Most extension staff members are fully aware of the trend toward fewer and larger farms. The trend in California differs little from that for the entire country. The U.S. movement toward larger farms is shown by the average size of com-

mercial farms from 1945 to 1954: 255 acres in 1945; 300 acres in 1950; 336 acres in 1954.

In California, we had in rounded numbers, 139,000 farms in 1945; 137,000 in 1950; and 123,000 in 1954 with the average size of all farms increasing from 252 acres in 1945 to 263 in 1950, and then jumping to 307 in 1954. We believe the 1960 census will show a continuation of this trend.

The figures do not give the complete story. One way that a farmer increases his gross income is by farming more intensively—choosing a more intensive crop, or growing

two or three crops on a piece of land during a year, instead of one.

Agricultural extension also needs to intensify its operations to meet the requirements of the fewer but more highly trained farm operators engaged in an increasingly more specialized agriculture. Our ideas of what farmers need should be scrutinized in the light of today's strong trend toward intensification and specialization. Our organization must be able to answer the needs of the college-educated farmer engaged in the intensive highly-capitalized and specialized agriculture of the future.

## CHANGING SOCIETY

(From page 45)

provide evidence of Extension's ability and willingness to work in these areas.

Accelerated advances in all phases of agriculture and homemaking since World War II, the shift of many traditional agricultural production functions from the farm to industry, and the rapid movement of people from rural to urban surroundings have combined to project the Smith-Lever phrase "subjects relating to agriculture and home economics" to include many new types of subject matter. With its realm of responsibility thus broadened, Extension has expanded its educational programs into many new areas and sought new approaches and methods to fulfill its mandate.

Extension's recognition of this increased responsibility is shown in the Scope Report and its effort to meet these new demands is evidenced in the increasing emphasis given to community and resource development, public affairs education, and other areas.

Forces at work in recent years have tended to bring all families more nearly together in wants, desires, and living standards. There will continue to be a need for the homemaking groups through which much extension work has been done in the past, but these groups must adjust to newer needs and programs.

In addition, Extension must recognize many special audiences such as

the beginning homemaker, the working wife and mother, the young parent, and the elderly or retired person.

In working with young people, Extension must broaden its concept of youth work to make sure it offers all the service it is capable of giving to different, recognizable areas of youth development. 4-H club work has served the nation well, but there is a need to provide more stimulating and challenging experiences, especially for older club members.

Above all, as Extension looks to the future, we must provide the very best in staff personnel. At the State level we must have personnel with the highest academic training possible and with outstanding leadership abilities. Increased academic and inservice training is also rapidly becoming necessary for county workers.

### *Adjusting Our Sights*

We must plan for the future. The time has passed when a "plan of work" for a year was sufficient. We must study data and project trends. We must set goals for years to come.

Here in Georgia we have done this with a State Agricultural Program, based on the Scope Report, embracing all areas of agriculture, home economics, and youth development. This program is used by the counties in formulating their own programs. We expect this State program to add at least \$400 million annually to the income of the State's farm people by

1965. Many aspects of this program such as the soil fertility program, are now being adapted by other States.

The declining number of farmers interpreted by some as an indication of a decreasing need for Extension, is seen by Extension as a signal to intensify technology and management education among the remaining farmers. The paramount importance of this need becomes obvious when you consider the fact that as population continues to increase, more and more people are dependent on fewer and fewer farmers for the essentials of life.

As a result of changes taking place Extension in the South today is in an unprecedented position of strength, leadership, and public acceptance. Because of this position Extension's opportunity to serve the needs of people is likewise greater than ever before.

Maintaining this position in the difficult years ahead will not be an easy task. We must dedicate ourselves to carrying out the objectives of the Scope Report. In doing so we must:

- Keep close to the people.
- Be flexible and ready to grasp with firmness new problems as they arise.
- Work with people in seeking practical solutions to the problems.
- Keep abreast of technological and social change.
- Close the gap between research discovery and practical application.

# Confronted and Guided by Change

by GERTRUDE HUMPHREYS, State  
Leader, Home Demonstration Work,  
West Virginia

CHANGE, like the weather, is ever  
changing with us. Just as people adapt  
their clothing, their housing, and  
their activities to the changes in  
weather, so has Extension adapted  
its program and its methods to the  
changes that affect people—their  
style of life, their homes, and their  
communities.

Because of a change in the view-  
points, interests, and needs of West  
Virginia rural women, a series of  
lesson leaflets called *Adventures in  
Good Living* came into being.

These women wanted information  
and discussion outlines that would  
help them to perpetuate, through the  
influence of their families and their  
communities, the ideas and values  
that are basic in a longtime program  
of rural development. They wanted  
this kind of information in addition  
to the usual homemaking and house-  
keeping subjects.

This series took root in the autumn  
of 1932, was used first in 1933, and  
has continued each year since. The  
theme and the monthly discussion  
topics change each year to meet the  
current interests, problems, and  
needs of people in the State. But  
the basic objectives and format of  
the leaflets remain much the same.

The style of writing is informal.  
Questions are used at the beginning  
to relate the lesson subject to the  
individual's knowledge and experi-  
ence in her home or community.

The information in the leaflet is  
intended to form the nucleus for  
discussion, and also to stimulate the  
desire for further reading and study.  
Most of the leaflets include a list of  
reference materials.

Each leaflet has an outline of sug-  
gestions to serve as a guide to the  
leader of the lesson in her club or  
community group. At the end of this  
outline is a suggestion for followup  
action in the homes and/or the com-  
munity.

The subjects of the lessons each  
year grow out of the State Program  
Planning Conference where women  
leaders from counties, extension spe-  
cialists, supervisors, and home dem-  
onstration agents meet to study and  
analyze current interests, needs, and  
problems of West Virginia families  
and communities.

The use of the leaflets has led  
to constructive action by local and  
county groups. For example, as a

result of the study of the lessons,  
*Let's Understand Mental Illness* and  
*Let's Promote Good Mental Health*,  
people of one county became greatly  
interested in the State mental hos-  
pitals. They visited the hospital in  
their area, and at once put into  
action the suggestions made by the  
hospital superintendent for the im-  
mediate and long-time benefit of  
patients.

The clubs cooperated with other  
organizations to form a county  
Mental Health Society. Also, arrange-  
ments were made for a staff member  
from one of the hospitals to come to  
the county regularly for interviews  
with persons who wished to discuss  
mental health problems. For the pro-  
motion of good mental health, atten-  
tion was centered on the develop-  
ment of a family life study program.

Many of the leaflets on subjects  
of interest to the public are used by  
community groups and organizations  
other than those with which Ex-  
tension works regularly.

For instance, *Your Doctor, Your  
Community, and You*; *Is Your Fam-  
ily Physically Fit*; and other health  
lessons, have been widely used. High-  
way Safety, Our Part in Civil De-  
fense, Duties and Privileges of Jury  
Service, Wills and Deeds, Your So-  
cial Security Program, Do You Know  
Your Schools?, Youth Today—Useful  
Citizens Tomorrow, You and the  
United Nations—have been used by  
many community groups and organ-  
izations.

## Far-Reaching Values

Two direct values of this discussion-  
type lesson are that all members of  
the group have an opportunity to  
participate, and that a member of  
the local group, the lesson leader,  
feels a responsibility for the success  
of the lesson.

An indirect value has been the  
number of professional, business, gov-  
ernment, and other leaders who have  
become more familiar with, and more  
interested in the home demonstra-  
tion part of the total extension pro-  
gram. This familiarity may grow  
from having a part in preparing the  
lessons, or through helping to con-  
duct county training meetings for the  
lesson leaders.

(See *Guided by Change*, page 56)



Reginald Krause, Chairman of the Department of Biochemistry, School of Medicine, West  
Virginia University, helped train these lesson leaders in a Monongalia County meeting.

## GUIDED BY CHANGE

(From page 55)

These persons have included doctors, dentists, public health workers, psychiatrists, attorneys, State legislators, school superintendents and principals, librarians, college administrators, civil defense directors, ministers, State troopers, and social security workers.

Yes, times change; interests and needs change; new subjects and new ideas replace the old. But any device which gives members of a group the opportunity to get new ideas, to think, to express their own opinions, and to plan together for constructive action, is easily adaptable.

Such a device can be a strong thread in the warp of the long-time program, to give strength to the ever-changing pattern woven each year. This idea is reflected in the theme of the 1961 series—Confronted by Change—Guided by Values.

## URBANIZATION

(From page 44)

tion and assistance. Two years ago they adopted from certain Massachusetts and New York counties the idea of an automatic 24-hour telephone answering service. This "Tip-o-phone" service, involving tape recorded messages on current problems, has become an important feature in the home horticulture and home economics extension programs. Calls average 250 a day.

New Jersey extension home economics programs are largely conducted through trained local lay leaders. They are trained in subject matter and teaching methods by agents and specialists in classes at the county level. These leaders then organize and conduct local community classes.

Our agricultural agents and specialists are using leader training on a similar basis, often with professional or semi-professional people serving as leaders. Training meetings are held for garden supply dealers, poultry servicemen, landscape gardeners, nurserymen, etc. These then become our spokesmen, promoting extension's recommendations and practices with farmers, home gardeners, and others.

The Bergen County agents have

successfully trained lay leaders in home gardening who then fill requests for talks to garden clubs, home owners, and other groups on home gardening topics. This takes a tremendous burden off the agents who cannot possibly meet the volume of requests for such talks.

To meet the vast interest in home gardening and home grounds landscaping and maintenance, all of our county agricultural agents are conducting countywide extension home gardening courses for homeowners and public grounds maintenance personnel. Several urban counties are also conducting technical training meetings for industrial and public grounds maintenance men.

Among the problems posed by urban trends for our northeastern extension home economics personnel, the following are typical: the complexity of consumer choices—we meet this by emphasizing consumer information in all subject matter fields; competition for people's time and attention—this is met by greater use of mass media, shorter and simpler publications, use of more volunteer leaders, and intensified leader training; changing role of family members—we are providing more how-to-do-it information; meal management—our efforts emphasize planned purchasing and advance preparation; and lack of personal and family security—we approach this by helping family members to better understand themselves and others through a project on Family Strength and Security.

### Shifts in 4-H

The 4-H club programs in the Northeast have felt the impact of urbanization, too. New Jersey has seen a decided shift in the backgrounds and home environments of 4-H members during the past decade. In 1950, 53 percent of our club enrollment came from farm homes and 47 percent rural nonfarm and urban—approximately 10 percent urban. In 1960, only 23.2 percent came from farm homes, with 46.5 percent from rural nonfarm homes, and 30.3 percent coming from urban homes.

Similar trends have occurred in other northeastern States. This has created a demand for new 4-H projects better adapted to the interests

and home resources of the urban rural nonfarm members.

State leaders, club agents, specialists have developed project materials on a regional basis. An example is the Plan and Plant Beauty project by New Jersey, Pennsylvania, Delaware, and Maryland. This is well adapted to 4-H membership with a nonfarm background, equally suited to farm boys and girls.

The 4-H emphasis has broadened from teaching skills and improving practices to giving greater attention to youth development objectives: career exploration, scientific aptness, social know-how, individual group responsibility and cooperation. These adjustments have been made in response to the changing interests and home environments of members.

We now have 4-H clubs in the heart of some of our larger cities. An example is the 2-year Alexander Hamilton Club organized in a low-cost housing project in Paterson. The city fathers, club leaders, and social leaders are enthused over the contribution it is making and can make to the development of under-privileged youth as well as better-off, boys and girls in their communities.

Perhaps our greatest new need in Extension in areas experiencing the impact of urbanization is a reinforcement of our resources in the social sciences. Help is needed to understand the cause and effect of individual and community adjustments. New Jersey is now looking for an extension sociologist to serve as a community adjustment specialist to give this help.

The modern urban industrial society which dominates New Jersey and much of the Northeast creates endless new community, area, wide, and regional issues, problems and policies. These involve inevitable changes in residential patterns, family relations, human mobility, occupational choices, mass communications, transportation, economic stresses and political groupings, taxes. These then become dominant problems of those with whom we work in extension programs must be taken into account to plan for the future.





Ermy Sandquist, Malheur County chairman, gives a man's-eye-view of storage timesavers to participants in a session on management. Edna Mae Wimsatt, home agent, is at left.

## A Scheme to Fit a Dream

by BERNICE STRAWN, Home Management and Equipment Specialist, Oregon

KEEPING up on payments for automatic appliances is easier for any families than keeping them up-to-date on methods and management.

Modern devices alone don't make dreams of carefree living come true. A woman has to know more than ever before to manage a home. And if you don't know Extension can help you find a scheme for their dream. Today, over half of Oregon's brides are 15 to 19 years old and have to make a quick shift from yesterday's time of spinning the bottle to heat it in the middle of the night. Several homemakers have been referred to the extension agent for management assistance when overtures of tension in the family have indicated the wife was not a good manager. Another group constantly looking for more schemes to shortcut their chores are working mothers.

### Planning Short Courses

To serve the new audiences, the extension units in seven Oregon counties have sponsored time management short courses concentrated a period of 4 or 5 weeks. Started first as a summer activity, these work-

shops are now scheduled throughout the year. Two-hour, weekly classes give an opportunity to teach this subject in greater depth than possible in the regular unit program.

The steering committee is the key to the success of these activities. Made up of unit and nonunit members, they shoulder the responsibility for organizational details. These committee members are chosen for their personal interest in the series as well as their influence as community leaders.

If possible, one person with writing ability is selected to assist the agent with publicity. The group personally canvasses the area to determine interest in the proposed activity. Their ideas also guide us in planning subject matter. At programs they serve as hostesses, take the lead in discussions, and recruit prospects for unit membership.

Topics chosen deal with management and work simplification principles applied to household jobs such as cleaning, laundry, kitchen work, and storage. In one county, meal management was requested. Regardless of the subjects chosen, we always emphasize homemaking as a creative and challenging profession and that

good managers are made, not born.

These are overview programs intended to stimulate thinking and further study. Each week's subject might be a series in itself and we are looking to the time when this may be possible.

To reach a new audience, brochures describing the series are placed in "waiting places" such as clinics and help-yourself laundries. Mimeographed announcements are sent to mothers via grade school children. Ministers are glad to announce this program to their church organizations. The most effective means found in the counties where evaluations have been made are personal contact by a friend and news stories.

Registration data in some counties show up to two-thirds of the audience had no previous contact with Extension. The list of their husbands' occupations is like looking at the "yellow pages"—dentist, farmer, teacher, logger, realtor, salesman, minister, store manager, truck driver, carpenter, and mechanic.

In one county, women were invited to bring husbands to an evening session for a discussion on storage. Involving two people from the same family, especially when one of them is handy with a hammer, multiplies results.

Night sessions bring out working wives who want help in managing two jobs at once.

### Interest Getters

To expand the audience, each person in attendance is invited to have a "coffee pal" who is interested but cannot attend. She registers for her friend and agrees to take the hand-out literature and discuss the lesson with her over a cup of coffee. This gives the lady who attends an opportunity to review what she learned and exchange ideas with another person.

To hold the audience from week to week, teasers for the next program are presented. Although the women are enthusiastic about the meetings, there are many conflicting activities and an unsolved problem posed at the close of the meeting arouses their curiosity.

(See *Fit a Dream*, page 58)

## FARM MANAGEMENT

(From page 49)

Thus after 3 years, a total of 75 farmers have been serviced by the intensified farm management school program.

This year, the first two groups were combined, and the combined group delved into more detailed enterprise studies relative to corn, hogs, and beef cattle.

As these 75 farmers began to reorganize their businesses they needed to make many new decisions, involving major adjustments in such matters as double cropping, continuous corn, field shellers for corn harvest, use of silos for feed preservation, wet corn storage, concrete floors for feeding areas for beef cattle and hogs, and automation in livestock feeding.

### Seeking Further Proof

Before investing in these areas, and by now the need for that was evident, they wanted to see if other farmers who had made such adjustments were finding them successful. So, in February 1960, a 2-day bus tour was conducted into Illinois and Indiana to study large-scale mechanized livestock production.

This tour was arranged through the cooperative efforts of the farm management representatives of the University of Illinois, Purdue University, and the University of Kentucky. We were assisted by the extension agents in counties visited, and the Farm Bureau-Farm Management Association in southeastern Illinois.

The group was impressed by the 2-day bus tour. They visited six farms where records proved the practices being followed were highly successful.

This farm management study group met again in February 1961 to discuss their accomplishments over the past 4 years, and take up some related areas of farm management.

Many adjustments have been made by these farmers since the beginning of this program. They are on the road to their maximum profit goal. Other improvements will follow.

As working tools this group has used agronomy tours, on-the-farm hog meetings, corn-harvesting field

meetings, materials-handling field days, and others.

This method of teaching has provided, and we believe will continue to provide, a unity of purpose and a medium through which the local extension service can carry on worthwhile and needed work in farm management.

## BOOSTING INCOME

(From page 51)

these groups in the total program. By all groups and individuals working together toward a common goal, a more effective management program is being accomplished.

Income from forest products has aided greatly in overcoming income lost from cotton during the last 10 years. The results of better woodland management can be seen in the tremendous increase in the pulpwood industry.

During 1959, 30,000 cords of pulpwood were shipped from woodyards in Anson County with an income of \$420,000 to woodland owners. Sales from lumber and other wood products amounted to an additional \$760,000.

Sharing in this increased income have been not only farmers, but also equipment and farm supply dealers and local business firms. Additional employment for many workers has resulted from the new jobs created.

The future for the forestry industry in Anson County is bright. Good woodland management will continue to pay dividends.

## FIT A DREAM

(From page 57)

For example, two men's shirts are shown, one wrinkled and one smooth. We tell them, "These shirts are identical. Neither has been touched with an iron. What made the difference? Next week we will give you the answer when we demonstrate minute-slicers in the laundry."

To start action and stimulate schemes for dreams as early as possible, the steering committee is asked to make short work simplification studies at home. For example, one woman found she could save 74 steps in setting the table by rearranging her supplies. Ideas such as this re-

ported at the first meeting are actual stimulators for those who came tending to sit back and listen or Said one homemaker after meeting "I find I'm really anxious now get home and clean house."

A short period is set aside at each program for a lively round of "testimonials" by the audience on how they applied the last lesson. This also helps us evaluate each meeting. A more complete study is made at the end of the series.

Several months are required to make some dreams ring true. However, many homemakers report making six to eight changes during a 5-week series.

### Results Continue

Results don't stop when the speaker's chair is folded at the final session. A group of nine women in the pilot county decided this workshop had given them the boost they needed and they wished to continue. They have been meeting "on their own" twice a month since the close of the series 7 months ago. Each takes turns in presenting a phase of management using literature obtained from the county agent. The host in whose home the meeting is held demonstrates the changes she has made as a result of the earlier programs.

Evaluation has been by questionnaire at the final meeting and cast personal interviews at meetings. In the pilot county, eight followup phone calls made on request for further assistance gave opportunity for the-spot checking.

Evaluations completed in 10 counties show that over 90 percent of the women changed their opinions about management. Attitudes toward housework came in for some overhaul, too. Said a mother of 10-year-old twins, "I've had a defeatist attitude, but now I see improvements are possible and have taken renewed interest in housework."

Another young homemaker summed it up this way. "I don't sit and think about disagreeable jobs anymore—I go and do them."

This echoed the philosophy we emphasized—worry takes just as much time as work, but it does pay as well.

# Reaching Urban Women

by MRS. CLARA P. HAY, Genesee County Extension Agent, Home Economics, Michigan

**U**RBAN homemakers—are they different from those living in rural areas?

We don't think so after 17 years working in the city of Flint, Mich. Urban work, however, does give an opportunity for working with many organizations.

For example, let's take the breakfast project now going on in Genesee County.

In March 1959, the city extension groups had a lesson on the Breakfast Bonus. More than a dozen leaders in health education in the city schools, health department, and Parent-Teacher Association groups were invited to the sessions. Mothers and department heads were aroused to do something about "breakfast kipping!"

## Adopting a Project

Extension home economists called meeting of department heads from the school health program, adult education, health departments (city and county), and local and State Dietetics Association at the Cooperative Extension office to discuss a "better breakfast" project.



City mayor, his wife, and the chairman of Manufacturers' Association joined participants in the city-county breakfast campaign.

This group decided to collect information on the breakfast habits of adults, teen-agers, and school children throughout both the city and the county in 1959.

One half of the adults contacted (2,000) did not have fruit for breakfast; two-thirds did not have protein; one fifth of the boys and girls went to school with no breakfast or an inadequate one; and at one high school with 2,000 students, 760 girls and 600 boys regularly ate no breakfast.

The next steps were to interest other individuals and organizations, and finally to conduct a campaign beginning in September 1960.

The committee was enlarged to include Girl Scouts and 4-H clubs and key lay leaders. The urban extension agent was asked to be chairman. Sixty organizations were asked to send representatives to a campaign planning meeting.

The head of the foods and nutrition department, Michigan State University, spoke to the 57 representatives from the press, radio, television, Manufacturer's Association, chamber of commerce, AFL-CIO Labor Council, Farm Bureau, PTA, and other groups. Each organization mentioned how they would help in the campaign.

## Campaign in Action

Posters (2,000), place mats (25,000), and handout information pieces (15,000) were designed and planned by the urban extension agent. The cost of printing was assumed by local business concerns. These were placed in local stores, business places, lodges, libraries, restaurants, factory store, labor halls, and schools throughout Flint and Genesee County.

Home extension leaders were trained by rural and urban extension agents to give 10-minute talks to organizations. All visuals needed

were made in the extension office.

Organizations were notified of the availability of these trained leaders. Since then, 50 talks have been made before 2,100 individuals and one television show was conducted by a local leader.

4-H boys and girls prepared breakfast demonstrations. Twenty of these and one television program reached many more.

A kick-off breakfast with an M.S.U. field poultryman and his six-foot fry pan served 500 women and men on a downtown parking lot. Orange juice, scrambled eggs deluxe, rolls, milk, and coffee were donated by local businesses.

Newspaper articles and pictures, radio, and television were used in the promotion.

"Ambassadors of good health" in three city high schools were trained and given visuals from the extension office. Each schoolroom was given a talk by one of the 160 ambassadors. Health representatives in elementary schools are being trained and visuals suitable for their use are provided for short talks in each room in their schools.

It is a little early for results but many mothers are mentioning a renewed interest in breakfast by their families. Schools are integrating nutrition in all studies. The breakfast campaign committee has asked that we continue to meet and has suggested working with teen-agers and young brides.

## Teaching Food Uses

Another project involving community cooperation began in 1957 when the call came out from the Council of Social Agencies asking all agencies for ways to help with the welfare load.

Simple leaflets were written by the urban and consumer information agents on the use of each surplus food item. Thousands of these leaflets have gone out with surplus food orders or through the nurses of the city health department and the case workers in the family service agency.

Both of these departments had asked for a training session on how to use the surplus foods. Six television shows were planned and given

(See *Urban Women*, page 61)



Members of the Franklin County Senior 4-H Club give pointers on clothes selection to a group of older 4-H boys. The sports suit was loaned by a local clothier for the meeting.

# Personal Improvement Makes an Impression

by G. A. LINEWEAVER, *Extension 4-H Leader*, and A. P. PARSONS  
*Associate Extension Editor, Iowa*

**I**OWA, agriculturally pre-eminent since the first furrow was turned in its prairie sod early in the 19th century, has ceased to be a rural State. The 1960 census put it in the urban category.

That shift has more than economic significance. Great social changes are taking place as industry and commerce assume equal roles with farming as ways to earn a living. People want to live better, to be more socially acceptable, to be cosmopolitan.

That's why one phase of the new approach in the Hawkeye State's extension youth program has thrown off the traditional patterns of the past. This phase is labeled a "personal improvement" program.

## *Sudden Emphasis*

We recognize that there have been aspects of personal improvement in 4-H and extension programs for years. But almost overnight the whole business has a new look.

Appropriate dress (a particular problem of men and boys whose knowledge of color combinations, fabric characteristics, qualities, styles, and appropriate combinations is often insufficient to give confidence and assurance) has become a major concern. There's new emphasis on courtesy as a social asset. The importance of good nutrition, exercise, and good posture in the development of a physique that will improve an individual's appearance is being stressed.

And this phase isn't being pushed just to create a lot of handsome young men and beautiful women. People are reminded that appearance is an important asset to the person seeking a job or working for advancement in the one he has.

As a part of the "personal improvement" program, good manners are coming in for attention. Table manners, dating manners, travel manners, and all the other practices that mark a person as one with cul-

ture are being taught to young people.

All of this emphasis on the external is not intended to put less emphasis on the importance of character and attitude in a well-rounded individual. Rather it is looked upon as an opening wedge to make acceptance of activities in this area easier to accomplish.

## *Extended Interest*

This year more than 40 counties embarked on some phase of the personal improvement program. A majority of them appropriate dress is the lead-off activity. These counties are finding young people and adults eager to take part in the activities. Interest extends into the school civic clubs, community organizations and the ranks of retail merchants. Highly gratifying to extension staff is the ease with which volunteer leaders are recruited to help conduct the work.

Franklin County is pioneering the new program. More than 10,000 persons have been reached through 15 meetings with information on appropriate dress for men and boys.

## *Program Development*

The first step in planning was to develop a coordinated program that involved the three county extension staff members and all of the groups with whom they work. With the 4-H clubs as a nucleus, backed by special activities in the adult programs, it was relatively easy to get the attention of a majority of the county populace.

Basic to the teaching was a set of three models with a variety of clothing combinations. Figures of an average age individual; a short, stout individual; and a tall, thin one comprised the set. The clothing was used to identify the "key" wardrobe colors as an aid in choosing harmonious colors, and as a guide in selecting appropriate fabrics and designs.

Other teaching aids included a fashion strip, a motion picture, and sample information on good and proper labels.

Except in home economics clubs, the teaching teams were made up of a man and a woman or a

boy and a 4-H girl. Their technique included showing "what's new" in men's and boy's clothing, showing the film strip, and then dressing the models with different clothes combinations. This brought out combinations that would go together and others that would not. It also gave an opportunity to bring out the key color suitable for the individual, the fabric texture, and the lines and styles most suitable.

In the 4-H agricultural clubs, additional lessons on care of clothing and personal cleanliness and grooming were taught.

**Added Attractions**

Culminating the program was a winter 4-H dress revue and appropriate dress contest. Later those who took part were featured at the Franklin County Fair. This revue revolved around the 4-H pledge and all of its related activities with major emphasis on clothing.

Enthusiasm for the program is high. When a Christmas Fair was staged as a part of the extension family living program, it included 100 suggestions of men's and boy's clothing accessories. Fourteen men and boys modeled.

"Mix," "match," and "harmonize" have crept into the vocabulary of a large percentage of the county's citizens. Clothing salesmen have noted increased discrimination among men and boys when they come into the stores. Mothers have noticed greater awareness among their sons of the possibilities of dressing up existing outfits. And there have been observations that "weird" combinations of clothing are disappearing from the streets.

**Widespread Impression**

Following Franklin County's pioneering in this clothing program, other counties are pushing ahead and gaining a lot of enthusiasm. Benton, Cedar, Greene, Iowa, and Woodbury counties each have a variation of the Franklin County approach. All are getting cooperation from clothing salesmen and merchants.

In Iowa County, the extension staff presented material on "clothing se-

lection" to students in six senior and three junior high schools. After these appearances the schools requested the staff to return with information on grooming.

Indicative of the interest is an experience of the extension staff in Woodbury County. During an appearance on a Sioux City television station, the staff were giving a clothing selection program. The program director became so intent on what was being demonstrated that he forgot to give time signals and permitted the show to go on for several minutes after the station had switched to a network program.

Expansion of the "personal improvement" program to every county is indicated. And most encouraging is that to a large extent the counties are showing initiative in developing techniques to conduct the activity rather than depending on materials supplied by the State staff.

**URBAN WOMEN**

*(From page 59)*

by the city extension agent on the use of these foods.

Again, child study groups, parent health groups, and homeroom mother groups wanted this information. Leader training sessions were given for representatives of these groups.

**Broader Contacts**

Working with many organizations has always been a part of the Flint program. Beginning in 1944, personal contacts were made with the health department, welfare department, child study groups, church groups, Girl Scouts, well-baby clinics, and homeroom mothers groups in school under the Emergency War Food program. There were demonstrations in canning and freezing fruits and vegetables, vegetable cookery, gardens, storage of vegetables, and packing lunches. All of these were done for groups of homemakers throughout the city.

At a packed lunch demonstration for a Girl Scout troop their leader began asking questions about the kind of extension program offered for homemakers. She was active in a child study group and suggested their

group use extension lessons for some of their programs.

The news traveled and other child study groups followed this pattern. The interest and enthusiasm for the type of work offered led to specific groups being formed for home economics extension.

**Planners Involved**

Programs were planned each year based on the needs expressed by the women. The city planning group has included representatives of organized extension groups together with leaders from Child Study Forum, parent health organization, CIO education committee, and Council of Church Women.

This planning has resulted not only in programs for organized groups but also a number of series for special groups, such as young homemakers from other lands, at International Institute for Women in Industry at local union halls, and for parent health chairmen in schools.

**Factors Behind Success**

These meetings were planned with the people involved. We let them tell us what they wanted. The teaching has been done by the urban extension agent, the consumer information agent, and home economics extension lay leaders.

In fact, it would not have been possible to serve so many new audiences without the help of extension lay leaders in planning timely programs and in teaching some of the projects requested by special groups.

The work of this core of enthusiastic home economics extension groups has helped to make the Flint program an effective one. Other contributing factors include several series of meetings for special audiences (Japanese war brides, foreign born homemakers, women in industry, parent health chairmen, and low income clients receiving surplus foods) and the countywide campaigns carried on in cooperation with other agencies and organizations.

By following through with our various group and organization contacts, we have been able to broaden and strengthen Extension's educational contributions to society.

# Challenge Youth with Career Exploration

by MRS. LOIS B. ROSS, *State Club Agent*, and EARL S. BERGERUD,  
*District 4-H Club Leader, Minnesota*

CAREER exploration has become Minnesota's initial effort in strengthening our 4-H program for older members.

Modernizing projects in line with developmental needs and changing social and economic conditions is a must. We settled on career exploration as an experimental program to help meet these needs for four reasons.

## *Deciding Factors*

First, a survey of 3,800 Minnesota junior and adult leaders in January 1960, indicated that career exploration was the program area of greatest interest to older youth.

Second, career exploration was one of the objectives set up in the youth development section of the Scope Report. Specifically, this objective is to, "Explore career opportunities in agriculture, home economics, and related fields, and recognize the need for a continuing education."

This added support to our survey and clearly answered the question "Is this something Extension should be concerned about?"

Third, our college office asked us to work with them to develop a program which would help guide people as they decided between going to college and remaining on the farm. Schools and others were requesting more and more help from college personnel with "career days." More important, a large number of boys and girls were coming to campus without needed guidance and counseling.

Fourth, our present program was not always meeting the needs of members in later adolescence. This was indicated by a large number of dropouts in this age group.

A State steering committee, composed of two members of the State 4-H staff and four college office staff, was organized.

This group met with the State Supervisor of Occupation Information and Guidance and the State Director of the Minnesota State Employment Service. We then recognized the importance of cooperating with other agencies. And this caused us to redefine our objectives.

Our original objective was to help older youth explore careers and to recognize the need for a continuing education. To this we added, "An extension career exploration program must help to create a climate for improved community attitudes toward, and better acceptance of, counseling services available in high schools and other agencies."

## *Community Base Needed*

The need to approach the problem of career exploration on a broad community base was also evident. County extension agents could not be expected to carry the full responsibility of this program, since program loads are already large. But more important, community resources offer a more complete and satisfactory program.

Counties were encouraged to organize a planning committee. Suggestions for the makeup of this committee included resource people such as high school counselors, employment service directors, personnel managers from commercial firms, clergymen, teachers, older youth, parents, and 4-H leaders. Agents would serve as a link between this committee and other community resources.

A comparison of organizational structure might best show what approach we are trying to take.

Who participates: In a typical program—a community group, 10-21. In the career exploration program—an interest group, 15 y old or older.

Requirements: Of a typical program—attend 12 monthly meetings, take one or more projects, complete records, and exhibit at fair the career exploration program attend a series of 3-6 meetings participate in group and individual activities.

Who administers: A typical program—parents, 4-H leaders, extension agents. A career exploration program—community committee.

## *Program Content*

Content of the program was developed by members of the State steering committee with the guidance of committees from 11 counties.

Four handbooks were developed one each for the extension agent, leader, members, and parent guide those carrying out and participating in the program.

A series of meetings was proposed as one satisfactory method of carrying on 4-H career exploration. State committee outlined the content of these meetings as follows:

Individual Appraisal—Create insight into abilities, interests and aspirations and provide basis for relating these to the employment world.

Basis for Job Selection—Acquaint individual with pertinent aspects of employment and help him realize the importance of selecting his career.

Your Opportunities in Farming—Help farm boys evaluate opportunities in farming.

Opportunities for High School Graduates Without Technical Professional Training—Identify employment possibilities in the local labor market, including self-employment, and alert individuals to the job-getting procedure.

Opportunities for High School Graduates with Technical Training—Acquaint individuals with

the employment market for those with special skills or technical training. Outline the nature of training needed and where and how it is obtained.

Opportunities for College Graduates and the Professionally Trained—Orient individuals to major placement outlets for college-trained people. Review costs and financing a college program. The members would have a choice attending one or more of the last meetings depending on how far they had progressed in making a decision. Counties experimenting with the program on a pilot basis are encouraged to follow the advice and counsel of their local committee. As the programs will vary by county.

**Reactions Showing**

Reactions from participating counties are beginning to appear since final meetings were planned for February and March.

Location—My Challenge is the theme of the series of meetings to which the Winona County committee invited families.

Winona County Assistant Agricultural Agent Jerry Richardson reports, "Operation from community resources has been exceptional. Vocational agriculture instructors, home economics teachers, employment service personnel, and school guidance counselors have all indicated an interest in planning and executing the program."

This is the beginning of our program. The various techniques counties are trying will be evaluated by their county committees. Their experience will then shape the program which will be used statewide. We feel the program has real merit and the Agricultural Extension Service has the responsibility of meeting the expressed need for the development of our older youth.

**PART-TIME TREND**

*(From page 47)*

Percent of our total clientele. It has been generally agreed, especially in counties with large numbers of part-time farm families, that extension

programs must reflect more clearly the needs of these families.

In working with both small part-time farm operators and large commercial operators, who are increasingly doing some work off the farm, there is a problem of establishing and maintaining contacts with people who are away from their farms most of the daylight, working hours.

In the field of home economics, it appears that Extension's role will be substantially expanded in providing assistance to homemakers in the field of effective utilization of income. However, with more and more homemakers working out of the home, the problem of involving them in extension programs becomes more acute, more complex, and more at variance with customary procedures.

If 4-H club programs are to be meaningful to youth in part-time farm families, it is essential to recognize that only a small proportion of these children are likely to farm on a full-time basis or even a part-time basis during their later lives.

Both farm operators who have off-farm employment and full-time operators on small farms will increasingly need assistance on problems of how best to use resources at their disposal within the framework of predominant values of the family. Extension can have a vital role in helping large numbers of families make a decision among the three possibilities of full-time farming, part-time farming, and no farming.

**Research Suggestions**

There is still much Extension must learn about part-time farming in order to give the best assistance. There has been virtually no research done on evaluating various educational methods used with part-time farmers. To what extent are we reaching them through mass media? Can many of them be reached effectively at their places of off-farm work?

A 5-year educational and research project with 108 part-time farm families in Transylvania County, N.C., is nearing completion. This project was sponsored by the Agricultural Extension Service, the Experiment Station, and the Tennessee

Valley Authority. A few tentative conclusions may now be drawn from this project:

● Farm and home visits were the chief means of contact.

● Among farm operators, special meetings for this group did not prove feasible because of the wide variations in off-farm work schedules, commodity interests, and farming situations. There was some increase in attendance at regular extension meetings.

● Among homemakers in these families, there was little increase in their involvement in home demonstration clubs. However, half of them did participate to some extent in small informal groups and workshops arranged by the home economics agents.

● A large majority of both farm operators and homemakers felt that a monthly newsletter especially designed for this group was helpful to them. Used in conjunction with personal visits, bulletins and other printed materials were read to a great extent and considered helpful by these families.

Extension's role in this area is not yet clear. But the indications are that here is a large group of people who are looking to the Extension Service to assist them in their new role with its new problems.

**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 136 Production of Parsley—Revised December 1960
- L 391 The Southern Corn Rootworm—How to Control it—Revised January 1961
- L 455 The Pickleworm—How to Control It—Revised January 1961
- L 482 Growing Crimson Clover—New (Replaces L 160)
- L 483 Raising Mice and Rats for Laboratory Use—New (Replaces L 253)
- L 486 The Sugar Beet Nematode and Its Control—New (Replaces F 2054)



# Lawn Mower Project Serves a Dual Purpose

by JAMES S. SPERO, Orange County 4-H Club Agent,  
New York

URBAN 4-H club work gets attention with its new projects and methods. Many rural areas, however, are also adopting some of these new projects since they can often be used in both farm and nonfarm areas. Development of such projects while areas are still rural eases the transition to a more urban type of program.

Orange County, N. Y., is within 70 miles of New York City. It is, however, still predominantly agricultural. It is one of the top 10 dairy counties in New York State and is the leading onion producing county in the United States. There are also large urban and suburban sections in the county, however, and the impact of the "population explosion" is slowly but surely making itself felt.

## Diverse Audience

Our 4-H program covers most of the county. While it has not yet moved into the three cities, there is a considerable amount of 4-H club work in nonfarm areas. The result is a mixed program of "traditional" and "new" 4-H projects.

Some agricultural projects lend themselves to both farm and nonfarm areas. These are receiving increasing emphasis.

The lawn power equipment project is one that fills this need. The project was adopted on a local level by the County Agricultural Engineering Advisory Committee as part of its program for the current year. It was recommended for boys and girls 12 or over.

A countywide leader training school



A local sales and service man contributed expert instruction in use and care of power lawn equipment at the leader training meeting.

was held in the fall for local 4-H club leaders interested in teaching the project. This was conducted by two men familiar with the project.

A local lawn mower sales and service man gave instruction on the technical aspects of the care and operation of power lawn equipment. A local leader who had previous experience with the project advised the leaders on teaching methods and ways of carrying on the project work.

Sections of the project include: Lawn Mower Safety, The Power Unit, Operation of the Power Unit, Using the Equipment, Storage of Equipment, and Record Keeping. Both rotary and reel type mowers are discussed in the project material.

Each leader is given a guide for the project containing both technical and teaching information. Members receive a project workbook which serves as a guide in working with the family power lawn mower.

Farm boys and girls utilize the information from this project in carrying on their chores which often include mowing the lawn. Many of these same members make use of this information when they take in the 4-H tractor program. Nonfarm boys and girls often use what they

learn from this project in mowing lawns as a vacation business.

The emphasis on safety should be to reduce the large number of lawn mower injuries which have occurred in this area in recent years.

## Approval Registered

Great interest has been shown by the members and leaders carrying on this work. Leaders from both farm and nonfarm clubs were represented at the training school. All felt that the project would be an asset to their local club.

The success of this or any other project conducted by local leaders depends on the quality of the leader training program. The participation of local people who are familiar with 4-H club work and with the subject matter of the project as instructors has proved to be a good formula for successful training schools.

The lawn power equipment project is an example of how 4-H club work can serve the needs of both farm and nonfarm boys and girls. It is a useful work project that has application to rural, urban, and suburban areas. Many other projects can serve this same purpose.



Education Library

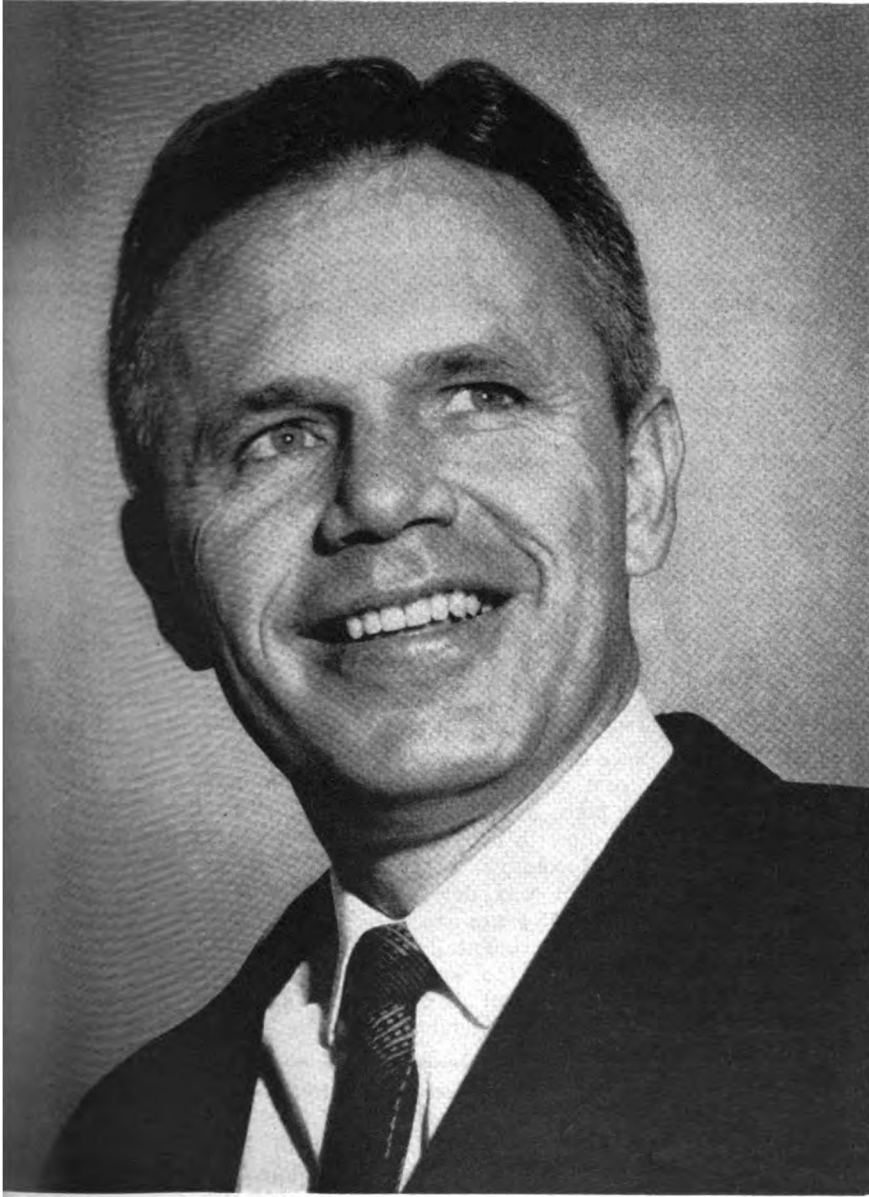
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SPECIAL COMMUNICATIONS ISSUE

32:4

EXTENSION SERVICE  
*Review*

APRIL 1961



**E. T. YORK, JR. NAMED  
FES ADMINISTRATOR**



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 education in County, State and Federal Extension agencies—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 methods for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agencies, 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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April 1961

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## EAR TO THE GROUND

"County extension workers have to stay ahead of farmers in technical subjects. If they don't, the farmers will by-pass them and go directly to the college or experiment station for information." Most of us have heard the above statement so often that it's as familiar as an all-time song favorite.

This refrain has a second verse that isn't so familiar. Extension workers also have to keep up-to-date in teaching methods. Even though we know our subject matter, if we aren't able to put it across, farmers will still by-pass us and go to other sources for their information.

Most extension workers have two main stocks in trade—technical information and teaching ability. They know what to teach and they know how to teach.

We all know about the many changes taking place in agriculture—what to teach. And equally rapid changes are taking place in the field of communications—how to teach.

Television is a good example. This communication medium was developed commercially only 15 years ago. Now our scientists are experimentally bouncing audio and visual messages off man-made moons. This and other new communication systems no doubt

will be in commercial use in the few decades.

Developments like this are sure to come in the future. But, as you'll see in this issue, a lot of other changes are taking place rapidly in the communications field. And many articles show how extension workers are adjusting to these changes.

This issue should furnish you with "food for thought." As you read you may want to mentally check your own methods. Are similar things taking place in your county? And if important, have you changed your methods to meet these changes?

Next month's issue will be concerned with telling the story of our culture to nonfarm audiences. The story of agriculture is one of our greatest success stories of all time. And it's a story that needs telling and retelling—and retelling.

So the May issue will feature methods useful in telling this story. It also will carry the opening article in a series of facts about agricultural contributions to our economy. These facts will be useful background for you in preparing talks, radio and television programs, newspaper articles, and other messages beamed to nonfarm audiences.—EHR

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66 *Extension Service Review for April 1961*

U. S. GOVERNMENT  
DEPOSITORY COLLECTION

# E. T. York, Jr. Named FES Administrator



ALABAMA-BORN and raised, Dr. E. T. York, Jr. became administrator of the Federal Extension Service April 3. He succeeded P. V. Kepner, who retired March 31.

Since May 1959, Dr. York has served as Director of Extension in Alabama. Under his leadership, Alabama's Rural Resource Development program is gaining nationwide attention. This agricultural program, which closely parallels USDA objectives in this field, is aimed at boosting Alabama's farm income to \$1 billion by 1970.

## Leadership Recognized

The 38-year-old FES administrator is a recognized leader of agriculture. In an editorial last February, the Birmingham Post Herald said "Dr. York is a big man . . . He's tall and stands out in a crowd. But his actions and ideas make him stand out that much more among agricultural experts."

The Montgomery Advertiser, commenting editorially on Dr. York's appointment, said: "Dr. York has worked tirelessly, traveling day and night in the interest of farm groups over the State. He has given Extension spirited leadership, and extension workers, to keep pace, have hit a new stride in their far flung operation."

His dynamic leadership and his ability in organization, have been recognized up the line . . . He is a gallant gentleman, an excellent speaker, a man of vision and courage, a man who appreciates good public relations, and a man who makes a powerful impression without pretense."

In announcing Dr. York's appointment, Secretary of Agriculture Earl L. Freeman said that he is

placing greater emphasis upon and leadership responsibilities in FES for coordinating educational phases of all USDA programs.

Addressing the FES annual conference earlier this year, Dr. York expressed similar views on Extension's leadership role:

"Extension has an opportunity and a challenge to exercise a very distinctive leadership role . . . If we are to render our most effective service as an educational agency, we must make a determined effort to enlist the assistance and cooperation of other organizations, groups, and agencies. We must work with these other groups as members of a team, rather than attempting to do the total job by ourselves.

"In working with and through other groups, we do two things. We help these other groups more effectively carry out their specific responsibilities. And they, in turn, help us accomplish our mission. The net effect is to enable both of us to do a better job and more effectively serve the people."

## Economic Contributions

In commenting on Extension's past accomplishments and changing mission for the future, Dr. York said: "I think Extension's basic mission has been of far greater significance than that of helping farm people—no matter how important this has been. The most significant contribution of Extension has been that of accelerating our nation's economic growth.

"Improved efficiency in agriculture, growing out of research and extension work, has released manpower and other resources, making possible much of our nation's business and industrial development. Such efficiency has also made it possible for the

public to spend an ever-decreasing share of its disposable income for the products of agriculture. This has created new demands and expanded markets for consumer goods."

## Auburn Graduate

The new administrator received both his B. S. and M. S. degrees from Auburn University. He was a research fellow at Cornell University from 1946 to 1949 and received his Ph. D. from Cornell. He also studied law at George Washington University.

As an undergraduate, Dr. York was honored by election to Alpha Zeta, Alpha Gamma Rho, Omicron Delta Kappa, Scabbard and Blade, Gamma Sigma Delta, and Phi Kappa Phi. He was awarded the B. B. Comer Medal for Excellence in Natural Science and was elected to Sigma Xi as a graduate student.

Named Distinguished Military Graduate at Auburn University, Dr. York served in the U. S. Army in World War II. He was outstanding cadet of his officers training class and received a Regular Army commission.

From 1949 to 1952, Dr. York served as associate professor of agronomy at North Carolina State College. He was named professor in 1952 and head of the Agronomy Department in 1953, serving in this post until 1956.

Dr. York became Eastern Director of the American Potash Institute in (See Administrator, page 82)

# Bulletin Hoarders or Bulletin Users!

by LYMAN J. NOORDHOFF, *Federal Extension Service*

**T**HE most expensive publication is the one that never moves off the storage shelves, never reaches some potential reader, never communicates anything.

Distribution is important! Without efficient distribution, all the previous work to produce a well-written, well-illustrated booklet with information that people need has gone to waste.

Tennessee Director V. W. Darter says, "... We need to take a careful and continuing look at the way we display, distribute, and otherwise use our publications . . . In county offices, and sometimes in stores and other public places, publications display racks can really be one of our best extension show windows . . ."



Widely used by county extension offices, this bulletin rack can display about 40 different-sized publications while storing others behind the slanting shelves.

Scores of old and new distribution methods came in to me from a nationwide survey of publications editors and distribution officers. Your co-workers have found these distribution points or methods successful.

Both county and State workers are basic distributors of our publications. Each can distribute booklets in ways not open to the other. It takes both parties to do a complete distribution job.

Most county offices have an attractive bulletin display rack. Eighteen models—wood, pegboard, or metal—are pictured in USDA PA-398 distributed to agents early in 1960.

Some agents purposely place their display racks at the tax or treasurer's office because that's where the traffic is. Charlotte Bryant, Lawrence County, S. Dak., home agent, moves about 130 booklets a week by this method.

A busy hallway also helps move bulletins. Each day in Dona Ana County, N. Mex., passers-by in the main hall empty the display rack of an estimated 200 publications.

## *Outside Distribution Points*

Outside their offices, agents distribute booklets through at least 23 different points, some quite unusual. Agents contact farmers at seed-feed-fertilizer stores, chemical dealers, equipment dealers, county general stores, banks, co-ops, grain elevators, livestock auction sales, milk plants.

They also reach rural and city folks at factories, supermarkets, groceries, cold storage locker plants, department stores, dry goods stores, home garden centers, self-service laundries, beauty shops, libraries, welcome wagons, doctors' and dentists' offices, community clubs, and the like.

In Marshall County, W. Va., a large share of part-time farm distribution through factories proved successful.

Putnam County, Tenn., Home Agent Mrs. Alma Johnson and Field Agent A. C. Clark give their "unqualified approval" to bulletin boards in country stores. Folks pick up copies right there. Biggest advantage, agents feel, is they reach more people, especially in remote areas.

In Taylor County, W. Va., where a display rack is located in the county bank in the county, experience indicates "... there is little waste as people pick up only publications which they are interested."

County agents in Georgia, Mississippi, and Idaho use posters in a pocket holding about 25 copies of one booklet or folder. The poster invites folks to "Take One—Free." Idaho says such a display undoubtedly increases the use of fertilizer publications.

In beauty parlors, a woman has time to read. So Madeline Heister, Macon County, Tenn., home agent, places family living and consumer education booklets in beauty parlors. Quite a few women have called later to ask question or request copies of these booklets.

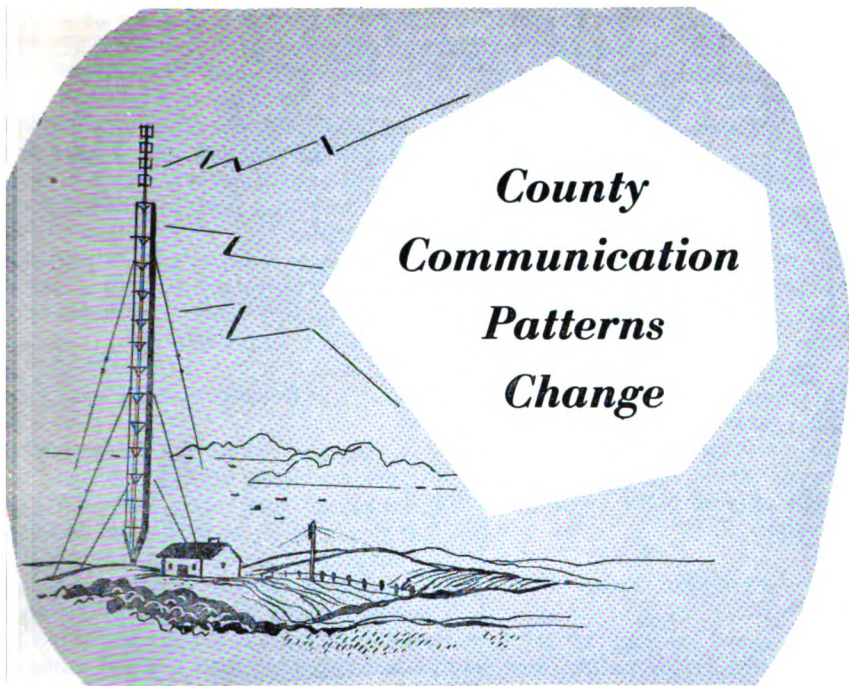
## *New Contacts*

The welcome wagon has added about 200 names of new families, newly married couples to Home Agent Mary Sue O'Neal's list in Livingston Parish, La. Local merchants employ the welcome wagon hostess to acquaint new folks with their services. She also takes free extension publications.

Besides county distribution, statewide promotions also have distribution advantages. State specialists and editors can offer booklets through mass media to the widest audience. They can also arrange for distribution through appropriate organizations.

Survey replies listed, among others, State trade associations (electricians, restaurants, hotels and inns, drug plants, sugar processors, electric utilities). Also service and civic clubs.

(See *Bulletin Display*, page 82)



## County Communication Patterns Change

by HOWARD DAIL, *Extension Information Specialist, California*

COUNTY extension communication patterns do change—right underneath our noses.

This I discovered after interviewing 56 veteran staff members of 10 of the State's largest counties.

Using a thesis questionnaire as a basis, I was trying to determine differences between changes in communication of fast and slow growing counties and to note general trends. Mass, group, and individual communications were considered.

### **Newsletters Rate High**

Little difference showed in the rating of the top mass communication by advisors in both the fast and slow growing counties. Commodity letters or newsletters placed first. At that time (1959) the total number of county letters for the State was 275 compared with the present 340.

Reasons for this trend to direct mail varied. Farm advisors, concerned with commodity groups, said such letters enabled them to transmit specialized information to such groups. They pointed out that more complete and specific information could be carried in a letter going

regularly to certain groups than by the more general media such as newspapers.

The 4-H advisors considered a monthly newsletter to be a good way of grouping the information for leaders. On the other hand, some home advisors considered these periodical letters to be like a small home economics magazine. It was one way of reaching the enlarged audience of women—farm, suburban, and urban.

The study showed that advisors in the faster growing counties were turning away from the customary devices such as extension-prepared news stories and radio programs. This was not as noticeable in the slower growing counties. Advisors said they lacked confidence in their ability to use these media well and believed that mass media were increasingly oriented toward a non-farm audience.

The mass communication method of assisting mass media personnel received more attention in the fast growing counties. Issuance of one-sheet duplicated answers to commonly asked questions also rated higher in fast growing counties than in slow growing ones.

For satisfaction obtained by ad-

visors, no mass medium received as high a ranking as the person-to-person methods—farm and home visits, meetings, and demonstrations.

County advisors rated subject-matter specialists as the number one source of personal help in communication. This was slightly higher than their rating for information specialists. Our conclusion would be that subject-matter specialists should be well-trained in communication.

The top ranking impersonal sources of communication help were State and federal circulars and bulletins. These rated even above the specialists newsletters, designed almost solely to supply the advisors with up-to-date information.

Advisors indicated they had received little training in communication while in college. An English course or two, sometimes a public speaking course, occasionally one in psychology and sociology, made up much of the training. Rarely did anyone have college training in journalism, radio, television, photography, or use of visuals.

### **Assistance Wanted**

To the question, "Do you believe you need more help in communication preparation and presentation?", 42 of the 56 advisors answered that they did; 11 indicated they did not; and 3 did not know. Writing, public speaking, and photography were subjects in which advisors wanted further inservice and graduate training.

The survey asked about the type of training advisors would like from the State information office. Most advisors in the fast growing counties indicated that they preferred more inservice training in group meetings. In the slow growing counties, training on an individual basis was preferred.

Advisors in the fast growing counties expressed strong dissatisfaction with the traditional evening community meeting. Substitutes being tried were schools, countywide meetings, twilight and luncheon meetings, and training meetings for those working with farmers.

No county staff interviewed indicated it was carrying on a special

(See *Patterns Change*, page 74)

# Make Room for TV in Your County Plan

by JOSEPH D. TONKIN,  
Federal Extension Service

**E**XTENSION needs to make more and better use of TV. How can we do it?

Television's principal contribution to extension work has been to sell the value of the practices which extension recommends. Today TV is no longer new to us.

In 1960 the bulk of extension's television work was carried on at the university or college level. In all but a few States there has been a decrease in the use of TV by county workers.

There are a number of reasons for it. First, television takes more time for planning and preparation than other communication methods. This has made it hard for some agents to maintain the pace of a regular show.



A county 4-H'er, replacing the television star pictured here, can add a local touch to a slide for a television spot announcement about 4-H Club Week.

Furthermore, a spot check of station managers all over the country shows that some programs start off with great enthusiasm but tend to taper off after a few months.

Make no mistake, extension still has many gifted people in the counties who are doing fine television programs. Some have been "on camera" for 10 years, or more. They have found the way to do programs and work them into the busy schedules. They have made TV work for them.

This is not an effort to discourage the regular program. However, for those who cannot spare the time, the short series, the single special, the occasional appearance on a round robin program offer good use of the medium.

## Program Suggestions

We asked station managers, in a spot check of the nation, how extension can make better use of TV. A majority of these men liked the idea of relatively short series of programs in one subject matter area. For example, a series on gardening in the spring, teen-age nutrition, or family recreation.

What the managers like about the series is that the material is fresh and timely and the extension worker can budget his or her time to do it over a short period, usually during a time of year that suits him best. A TV series of a given subject can also be integrated directly into a county program.

This is specializing in the use of television. It isn't necessary to have a program 52 weeks of the year.

The special use of TV can be carried still farther. Single shows can also have great impact and give county workers a good return for their time and effort. An hour long "harvest-home show" in the fall can take on the elements of a local spectacular.

Such a program requires close cooperation with station producers and directors and must be arranged months in advance. Promotion of this type of single show is vital.

In addition to the series and single big shows, another system of TV programming is working well for county extension in some parts of the country. This is the round robin,

or rotation of a number of counties on a given station.

The individual county worker such a rotation has a relatively light schedule of TV appearances. With good coordination the round robin keeps extension's work before the public with a fresh approach by a performer.

At least a dozen such round robin are now operating in various parts of the country. Some have been on air for a long time.

## Promotional Uses

County extension offices can use television to promote their work through spot announcements. In such a spot, an ordinary two-by-two slide can be used. A picture of a local boy or girl tacking up a Club Week poster can make an excellent station break spot when accompanied with a short announcement of 4-H Club Week observance.

Along with the slide it is best to send three different lengths of written message—10 seconds, 20 seconds, and 40 seconds. In this way the station can better work into their pattern of program traffic.

But there is yet another outlet for extension information on television. Photographs of farm and home events and activities make good visual reporting on regularly scheduled news programs.

Recently there has been an increase on the part of some stations in backing up such photographs with extension activities with direct "beep" line reports by telephone. These are usually tape recorded at the station and played back as pictures appear on the screen.

Finally, television outlets are, for the most part, in large towns and cities. Much of the audience is on the farm. We will not stay on the farm long if we do a farm show for a nonfarm audience. Nevertheless, farm culture can be interpreted to the city dweller. It can be made to appeal through health, good food, economic contribution to the community, and the whole field of agribusiness.

We can make television work for us if we find the program method best suited to our plan of work and if we present material of direct interest to our viewers.

# Trends Challenge Our Methods



by RALPH M. FULGHUM, *Federal Extension Service*

EXTENSION use of mass media is changing. County agricultural agents are shifting to more widespread use of mass methods in urban areas, less in the farm counties. It's what agents' reports show. These and other trends challenge agents to adapt their use of press, radio, television, and bulletins to new audiences and different problems.

## *Urban Use Grows*

Agricultural agents from six States reported their use of press-radio-TV bulletins for a 5-year period (1954 through 1958). During the 5 years, agents in counties with over 50 percent urban population showed a 10 percent increase in the press-radio-TV releases and broadcasts. Agents in counties with over 51 percent farm population reported a 13 percent decrease. A similar trend showed up in bulletins distributed per agent. Urban agents showed a 16 percent increase; agents in farm counties reported 14 percent fewer. In the early years, in terms of number of releases, agents are shifting to the use

of mass methods to reach broader audiences. And they are making more use of direct mail, special leaflets, and farm magazines to reach farm people with specialized problems.

Is this trend an adjustment to the new audiences and problems? Or is it simply more of the same kind of releases in the heavier populated areas?

This study of agents' reports showed mass methods seem to be paying off. But they are paying off differently in the urban counties than in the farm counties.

Farm counties showed a close relationship between press-radio-TV releases reported and other methods used. Agents who reported the most releases averaged: twice as many office and telephone calls, four times as many bulletins distributed, 2½ times more attendance at meetings, twice as many farm families helped, and nearly twice as many total families assisted.

Urban agents made the heaviest use of press-radio-TV, but there was a different relationship to other methods reported. In 1958 they averaged one-third more news stories,

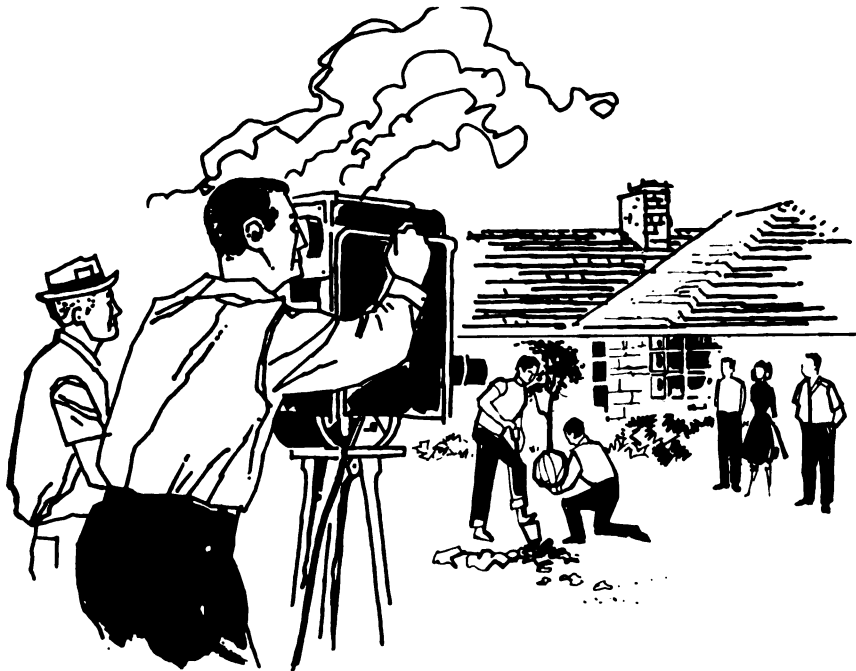
three times more radio and TV, and twice as many bulletins as agents in farm counties.

Unlike agents in farm counties, the urban agents who made the most use of press-radio-TV averaged fewer visits, office calls, phone calls, and lower attendance at meetings. Yet, they reached 88 percent more families and distributed more bulletins than the urban agents who used the least press, radio, and TV.

## *Some Implications*

Further study may show that in the urban areas, agents are beginning to and can use press-radio-TV for direct teaching jobs. Farm counties seem to use press-radio-TV largely to announce and invite participation in other activities. Bulletins are mainly a followup to meetings and personal contacts.

Additional study in thickly populated areas might show need for a different pattern of using mass media. With a large number of press-radio-TV outlets, the alert agent can quickly become known and get far  
(See *Trends Challenge*, page 86)



## Combining Media for *IMPACT*

by R. B. SCHUSTER, *Brown County Agricultural Agent, Wisconsin*

**P**UBLIC demonstrations, mass media coverage, direct mail contacts to specific people, and a thoroughly planned out project in home landscaping comprised the ingredients of a successful extension venture in Brown County, Wis.

About 3 years ago, the county extension program planning committee recommended that the extension office offer more services to urban and rural nonfarm people. Suggested educational fields included home gardening, landscaping, household and ground insect control, house plant care and production, community development, and public relations.

Requests we were getting showed that one of the primary needs of nonfarm people was for help in home grounds improvement and landscaping. To plan a project to meet these needs, we enlisted the aid of the Extension Landscape Specialist George Ziegler.

Home landscaping is almost an ideal subject for method and result demonstrations. So we planned a series of meetings and demonstrations to run from the fall of 1959 until March 1960.

Mass media, we have found, can carry demonstrations like we planned all over a county or area. In Brown County there are three VHF-TV stations, three AM radio stations, one daily newspaper, and three weeklies. All these are eager to help with extension educational programs.

### *Available Media Use*

Publicity was given through all possible mass communication outlets including newspaper, radio, and TV. A weekly column appeared in the daily paper, and special items in weekly papers. Weekly radio programs on two stations, with special programs on a third, gave complete air coverage. One television station worked closely with us on this particular project.

A preliminary TV show was set up in which I outlined the need for a landscape plan and told how one might be developed by a home owner with or without assistance from the extension office.

This was followed about a week later with a program in which Mr. Ziegler worked out and explained a

landscape plan for the home of a TV station's farm service director.

The next step was to carry out an actual planting demonstration at a home. We postponed the planting demonstration when more than an inch of rain fell the day before it was scheduled. Even so, a number of interested home owners showed up at the landscape site.

Two weeks later when weather permitted, the demonstration was held with good public attendance.

As the demonstration was being conducted, the procedure was recorded on motion picture film and still pictures. A week later the film was used as the basis for another TV show.

Another TV show followed, showing the plant specimens that had been used in the landscape plan plus additional ones that might very well have been substituted in the final landscape project.

### *Followup Contacts*

The whole series was concluded with two meetings for home owners interested in doing similar landscape projects. Mr. Ziegler helped by discussing landscape design at one session and laws and materials at a second.

Through each step of the project, newspaper and radio publicity was used in addition to the TV program.

During the March meetings, Mr. Ziegler appeared on another TV show at a station not included in the project before. I also had an opportunity to give a program on this second station.

Direct mail was sent to a selected list of individuals we knew were interested in this horticulture project. This mailing list has been built up over the past year from individuals requesting help through our office on landscape problems and through individuals who had attended previous meetings on similar subjects.

We also made it a point to send special invitations to 4-H club members carrying the home grounds project, to homemakers' clubs in the county, and to organized garden clubs in the area.

We were pleased to learn that  
(See *Combining Media*, page 8)



# Equipping a State with Visuals

by DON SCHILD, Extension Visual Specialist, California

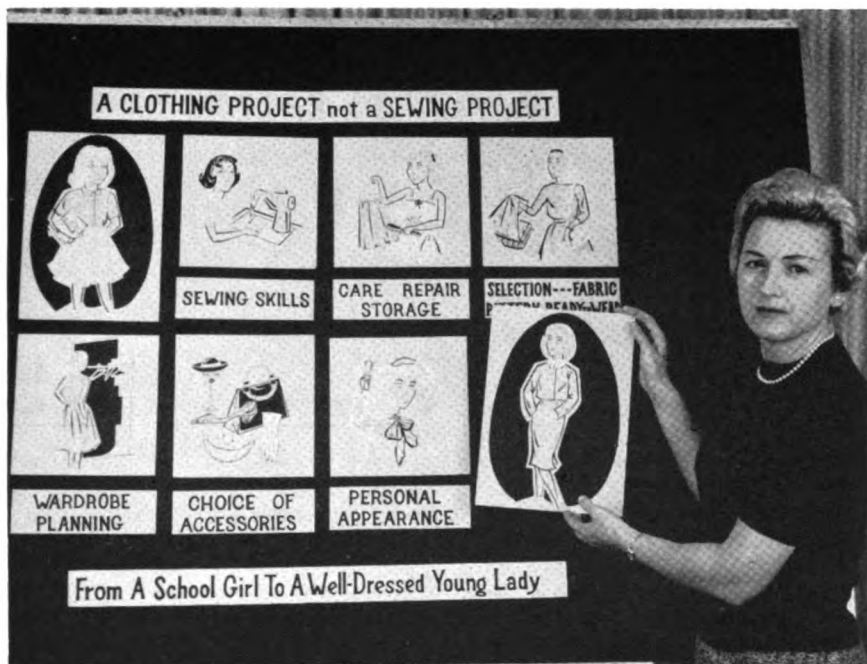
HALF the challenge is to get them to want visuals—the other half to make visuals easy to get when wanted!" This is the philosophy of the California visual aids office.

Although the format for the State visual program is one of research, teaching, and production—the two major challenges are: to create a desire in each of the California extension workers to make proper use of visualization to increase the effectiveness of his extension program and to provide the necessary services which he is able to get and use effectively whenever he desires them.

California extension workers vary widely with respect to visualization. Each is at his own stage in the diffusion process regarding visualization in general, each new technique, material, or piece of equipment. Although an organized training program can create general awareness of interest, individual consultation and followup must be the major part of the visual unit.

## Visual Office Setup

How does the visual office attempt to accomplish these challenges—particularly when specialists are on the campuses as well as several county offices and field stations? Visual units on each of the three campuses would be the logical answer, but until personnel and budgets permit, all visual operations must originate from the Berkeley campus. Let's take a look at this visual unit on the Berkeley campus and see how they operate. Personnel consists of the extension visual specialist, artists, two photographers, a sec-



Production of visual aids in California is limited to State specialists. However, a revolving fund system makes it possible for counties to order duplicates of training aids like this one made for specialists.

retary, and a half time student assistant.

Facilities include the main visual office, visual specialist's office, two art studios, photo studio, photo darkroom, equipment room, and supply room. All new and well equipped, but already bursting at the seams!

## Training and Production

Training activities are handled primarily by the visual specialist. He is "on call" for organized visual presentations before State and county groups, works with individuals on specific visual problems, and edits a regular newsletter regarding the latest techniques, materials, and equipment.

In 1960, he conducted 24 training sessions for 750 State and county workers. In addition, he conducted 15 sessions for 350 leader-trainers, foreign trainees, and others outside the immediate extension family. The bulk of the training, however, was individual consultations with State and county workers on specific visual problems.

An audio-visual display at the last State extension conference proved valuable in exposing all 500 State

workers to the latest in equipment and materials. They were able to try out the items, ask questions, and evaluate.

Timing was particularly effective since many were in the process of submitting budget items for the next year. A flood of phone calls and letters since the conference indicates that "awareness" changed quickly to "interest."

The Visuals and You newsletter consists of short, specific tips. Trade names are mentioned, along with prices, so that followup by individuals is easy.

Consultation and advice are available to all California extension workers, but actual production of visual aids is limited to State specialists. However, a new revolving fund system makes it possible for counties to order duplicates of training aids made for State specialists.

The State extension slide library, composed of about 250 individual subjects, is maintained in the visual office. Thirty of these subjects were added last year.

These slide sets are part of the specialist's extension program. The

(See Visual Equipment, page 80)

# Dailies DO Want Agricultural Stories

by EARL C. RICHARDSON, *Extension Editor, Michigan*

**D**o you wonder why the copy you send to the daily newspaper isn't finding its way into print? Maybe it's time for some evaluation.

You need to take a look both at the copy you are expecting the newspaper to print and at the changes the modern daily newspapers have made since World War II. If you haven't found out that competition for space in the daily newspapers is keen, then you must be doing fine and need read no further.

But here are some things reporters and editors in Michigan have said about farm news.

## *Editors Speak*

"Farmer's don't read the farm page to learn how to grow crops. They have access to dozens of technical publications and farm magazines. What they want is an interpretation of what the new ideas, research, and machinery will mean in their area." That's what Charles Johnson, farm editor of the Grand Rapids Press reports.

Harley Grimsley of the Jackson Citizen Patriot says everyone likes to read about new ideas. "Those who came from a farm but now live in the city like to read of new developments so they can compare life of today with their days on the farm," Grimsley contends.

Jerry Kreiger, who handles a farm page in Benton Harbor and St. Joseph, across Lake Michigan from Chicago, is in a big fruit marketing center. He says the reader prefers to get on-the-farm application of research results or extension practices.

"We're sure it is of more interest if one of our farmers is doing it than if it is done experimentally at the university or one of the branch

experiment stations," Kreiger concludes.

One of Detroit's metropolitan newspapers recently devoted most of a page to pictures and a feature about a Michigan dairy farm that is expanding to handle 1,000 milk cows. The feature also pointed to many of the sanitation features of the new dairy enterprise which would safeguard health.

## *Interest City Readers*

The story was pointed toward the idea that many of the readers, although now working in automobile factories or other city jobs, were farm reared. As a result they would have an interest in progress being made in modern methods of milk production.

The day of the old how-to-do-it type story for most daily newspapers has passed. Editors and writers prefer the human interest or feature type story telling what farmers are doing to keep up with modern technology.

The same is true of the story about the homemaker. At a homemakers' conference last summer, a Detroit daily feature writer interviewed farm women. Her story pointed out that the modern farm homemaker leads a life very similar to the homemaker in the city.

But daily newspapers are important as an outlet for our information. They are among the best outlets for articles which interpret agricultural science and research to city people.

At Michigan State University we look for a "consumer angle" on a new research result for our articles to the daily newspaper. Instead of describing greater gains in pork with less feed, we try to talk of more econom-

ical cost gains with less fat, we will give the consumer a better product with less waste.

Al Bond, Washington State extension editor, recently reported an editor saved the publicity release he got from all sources through mail for 3 months. The string was 1,920 feet long. Bond warned agents: "Your 'stuff' has to be good (that means well written and localized) to get into type. And yours is local news you should pay attention before he throws out the kernels of wisdom in the basket with the chaff . . . ."

But best of all, we think you should know what your editor (or reporter) wants. Keep in close touch with him and he'll tell you, or show you, the kind of ideas or material he wants to use. It may not be exactly what you want it, but learn to live with it. The next fellow may want it your way.

Remember, in the final analysis the editor has the last word. It's better if a release is written partially for the way and printed, than just like what you want it and thrown in the waste basket.

## **PATTERNS CHANGE**

*(From page 69)*

educational program aimed particularly at an urban audience. Every office stated it answered questions on agricultural, agricultural, and economics questions from nonfarm sources.

Home advisors were seeking to reach both farm and nonfarm audiences but indicated they were uncertain as to how this should be done. The 4-H farm advisors seemed relatively at ease in dealing with nonfarm youth. They pointed out that the percentage of nonfarm youth in 4-H club work had increased greatly during the past decade.

Near the close of the data gathering for this study, several assistance State directors were interviewed. Their comments seem to summarize what the study reveals.

In essence, communication training should be required for every planning to go into extension work. Why? Because the farm advisor of the future will be expected to play a dual role of technician and teacher.



# What Editors Say They Want

by JOHN L. PATES, Associate Extension Editor, South Dakota

**H**ow many names appear each week in your local weekly newspaper?

Before you read on, jot down the number you think there might be. Then ponder this statement made by a weekly editor in South Dakota. . . . the secret of getting any information into the press and getting it read is to localize it . . ."

## Names Are Valuable

Names and local happenings are in demand more than ever before. If you don't think so, count the names that appear in any good weekly newspaper in your county. We did, and found 2,854 names in an average 12-page issue of our local bi-weekly. And I'll bet a cookie that you come up with a figure that compares with his.

Names and local news are the lock in trade of your weekly news-

paper. And nobody knows that like your local editor.

Better than half of the weekly editors in South Dakota who answered a questionnaire sent to them from the Extension Service editorial office in 1958 stated specifically or strongly implied that this was their first choice when asked: "What kind of news and information, which you are not now getting from your agents, would you like to have for your readers?"

Over half of these editors further specified that they wanted more personal experience-type stories. And of course the majority said they would gladly run more local pictures.

They also specified that they wanted stories written in true news style rather than wordy, essay-type stories. They wanted news that would interest farmers, but not so technical that non-rural readers would lose interest. They wanted

occasional stories that also concerned the housewives. They wanted reports on events immediately after they happened, while they were still news.

These editors wanted the most important material at the beginning of the story, but many said the story did not always have to be in final form. "If it's written in halfway decent shape, we can revise it . . ." They also said they wanted news every week.

## Campaign for Columns

What about weekly columns? At least two-thirds of the editors who were not receiving a weekly column from their county agent said they would definitely like to run one. Here again the editors allowed that they would like a "localized" column that included local names.

Editors were so enthusiastic toward the county and home agent column idea that the editorial personnel launched a campaign to increase the number of columns written by county personnel in South Dakota. The editors kept their word. More agents started to produce the kind of columns the editors wanted, and the number of South Dakota newspapers carrying a county agent's column has increased from 54 to over 100.

## Listing Pet Peeves

Not only were editors quite frank about what they wanted from county and home agents, they were equally clear concerning the things they did not want.

Gripes included a resounding, "There's too much inclination for agents to mail in State office releases. I think the county agent should adapt his stories to cover farm news and club events in his county."

Many didn't like the idea of being pressured into running dull club reports. These are fine when written as a news story, but too many editors get what amounts to a carbon copy of the minutes of the last meeting.

A few editors made a plea for more followup information on events that happen in the community. "Too

(See Editors Say, page 84)

# Let the News Work for You

by RAY M. SARTOR, Tippah County Agent, Mississippi

It pays to visit your newspaper editor often. That's a rule of thumb in the Tippah County extension office, because we know how important the press is to our work.

Every week our county's weekly newspaper plays an important part in getting the extension program into action. A typical issue includes our four personalized agents' columns, half a dozen or more short news stories, a bank advertisement with a service-to-agriculture message that we prepared, a picture or two, and probably a feature story. Added to these are several short items from community or club correspondents.

## Influence of News

It takes a good bit of work on our part, but we realize that we are fortunate to have this opportunity. We have no local radio station.

The only newspaper published in our county, The Southern Sentinel, received a 1960 award for service to agriculture from the National Editorial Association. This weekly is our principal means of mass communications, although we cooperate with daily newspapers and television stations serving the area and with farm magazines.

Variety is important in any communications. So we rely on several different approaches in every issue of our local weekly. Here are some of them:

In my weekly personal column I can really be myself. I use both information from my own knowledge and suggestions from specialists at Mississippi State University. Subject matter information for a column should be timely, practical, and of local importance. I often mention farmers who are succeeding with timely practices. Mentioning names helps to make friends.

The home demonstration agent's column features information of interest to most homemakers. Our boys' 4-H club agent writes a well-personalized column in which he frequently uses names.

The most recent addition to our regular agents' columns is the one on Farm and Home Development prepared by our two associate county agents and the associate home demonstration agent. Actually, it's much like a weekly feature story.

This newest column reports each week the progress being made by a family in Farm and Home Development, called Balanced Farm and Home Planning in Mississippi. Each column features a farm or a home practice in which the family excelled, at the same time referring briefly to the family's total situation and progress. A picture of the practice featured is usually included.

One of the greatest faults of many agents is to include news items in

their weekly columns. News stories should cover field days, tours, meetings, awards, and other important events. Written as separate news items, the majority of them will hit the front page.

Length of news stories is very important today. People will read short articles but generally pass by the long ones. Ours average less than six column inches in type. This means that each story consists of only three or four paragraphs with a couple of short sentences in each.

## Spotting Features

Besides our farm and home development reports, we all write feature stories. They are planned in our weekly staff conferences.

These features give us an opportunity for greater flexibility in writing. We can explain more about farming or homemaking, go into more detail, and often work in human interest. Our editor rates them the best material she receives for agriculture.

Almost every good feature story needs a picture or two. Just a picture with a cutline often makes a good feature. Of course, we often need to take news pictures.

A newspaper is, after all, a business whose main customers are other businesses which buy advertising space. By providing material that renders



County Agent Ray Sartor, who says it pays to visit your editor often, discusses new editorial developments with Mrs. Lois Anderson, editor of the only weekly newspaper in Tippah County, Miss.

real service to agriculture for this space, we do something that is good for everyone including our own program.

We have cooperated with our newspaper and a local bank in this way each week for more than 3 years. The bank advertisement features a picture of an improved practice (often about dairying which is our most rapidly-expanding enterprise) with a short message under it in large, bold type. The reader is referred to the extension office or another local agricultural agency for more information. The only reference to the bank is its name at the bottom.

Three other banks in the county have asked us to prepare similar information on a monthly basis. We also cooperate with local ginners, feed dealers, and implement dealers in seasonal advertising.

### *Special Publicity*

Most weeklies are glad to print an additional special section. We have done this successfully for 3 years in connection with the June Dairy Month campaign.

In our last special dairy edition, each of our 15 rural community development clubs selected an outstanding dairy family for a feature story. We also wrote several other special articles on dairying.

The elected reporters of our community development, home demonstration, and 4-H clubs prepare articles about current happenings. We help them with their writing in a workshop conducted jointly by the weekly newspaper editor and the extension service editor.

We believe that effective local news work strengthens the extension program in at least four ways. First, it quickly gets useful information to a lot of people. Secondly, it helps rural and urban people become closer to you and to have more confidence in your ability. It also motivates you as an agent to do a better job and to have something worth reporting. Finally, it shows the taxpayers that you have an active program that deserves their support.

This steady supply of extension news and information in newspapers will work for us to help carry out our job of extension education.

# A Farm Column Gets Results

by TRUMAN W. MAY, Madison  
County Farm Adviser, Illinois

WRITING a weekly farm column for our local newspapers is by far the best method of mass communication we have ever used.

When our 12-year-old weekly radio program became a casualty 8 years ago, the farm column more than filled the gap. Our column is published by two daily papers, three semi-weeklies and three weeklies, covering all parts of the county. Their total circulation exceeds 100,000.

The only real reason for writing a column is to get timely information to farmers that will help them increase their profits. Practical straightforward suggestions to aid a farmer in meeting his day-to-day problems and improving his methods are worth a lot more than attempts to be clever.

We should leave cleverness to the professional column writers. But we can use a writing style that's natural, warm, and friendly—not too dignified or academic.

### *Known Readers*

City people read farm columns, too, so we write about things like lawns, gardens, and trees. Then there are ways we can help build better relations between town and country by helping urban readers understand farm problems—local and national.

It's surprising how many town people have a latent interest in farming even though they never had any direct connection with a farm. We know these folks read our column because they frequently mention it when we meet them or attend a meeting where they are present.

Another measure of reader interest is requests from both farm and city people for publications mentioned or

reviewed in the column. The most gratifying indication is seeing farmers adopt practices they have read about in the column, things like improving livestock rations, planting better seed of new varieties, controlling weeds and insects, using some building plans, keeping complete farm records, or getting their boys and girls in 4-H club work.

### *Potential Material*

Releases from the University, especially those sent exclusively to the extension staff, are localized when possible. Perhaps we include names of people in the county who are using recommendations successfully. Local examples with names are always good if no one is embarrassed. We don't use the same names too often.

Usually we discuss between five and ten topics. With our many different types of farming, there's always something to write about. It's a good idea to check occasionally to make sure there are items on varied subjects, like dairy herd management, hogs, beef cattle, poultry, soils, crops, machinery, or buildings. Often a question from a farmer will suggest a subject.

Announcements of meetings and other coming events are appropriate, but we try to write a followup story for the benefit of people who could not attend.

Journalism teachers say that news stories should be written so a reader can get the main facts in the first paragraph or two. But we think column writing is different—reader interest should be held all the way through. We scatter important facts so the whole column will be worth reading. And we avoid long paragraphs and sentences.

We write the way we would talk. Then we figure if it doesn't sound right, maybe our talking needs some improvement too.

### *Multiple Uses*

Three of the papers use a box heading, the same each week. The others put on a different heading, two columns wide, based on an item in the column. Some papers break up the column with subheads. After

(See *Farm Column*, page 84)

# Television—

## *a Member of the Team*

by HERBERT C. GUNDELL, Denver County Extension Agent, Colorado

**T**ELEVISION, we found out, is a solid, dependable member of the extension team.

A few weeks ago Denver's Weekend Gardener program celebrated its fifth anniversary of continuous weekly broadcasts. Since the outset of the programs, our attitude and position have been strengthened by the overwhelming success of this venture.

The use of numerous public media and aids was not new to me in March 1956 when the idea of a weekly television gardening program first was discussed. I had been doing weekly gardening stories for one of the major dailies for a number of years, radio programs on a seasonal basis, and had some occasional guest spots on established television programs.

A regular television show, however, was something so new and different that my approach was at first

cautious and deliberate. I had support and assistance from Lowell M. Watts, then chief of information services at Colorado State University and now Director of Extension for Colorado, and also from Radio-TV Specialist Mel Eckard, constant team member of these more than 250 weekly television presentations.

### *Value of Planning*

As in all other extension programs and activities, planning ahead counts. We usually schedule our programs from 3 to 5 months ahead.

This planning is essential as it is often difficult to secure program feature material and demonstration aids at the last moment. Many such items have to be secured when they are available and held for the time when they are scheduled.

The stage crew at the television station alternates with different sets during the winter and summer months of the year so that the setting used is timely and in season.

### *Program Outline*

We try to start each program with an eye and ear-catching opening. Usually a display item of special merit or the successful results of the previous program demonstration are good openings.

Our program then turns to the weather picture for the next few hours, namely the remainder of the weekend. Then it deals with show ideas worthy of mention and demonstration. During the spring, summer and fall months we feature a garden weed each week and discuss its eradication.

We have two major features that deal with quick "how to" educational items. These features are anything that is timely and can be demonstrated well in front of a television camera, including pruning, planting and potting or repotting of house plants.

You might wonder how a weekend garden program could be carried out months a year. This is no problem at all. There are always enough indoor gardening activities to fill more than the available half hour each week.

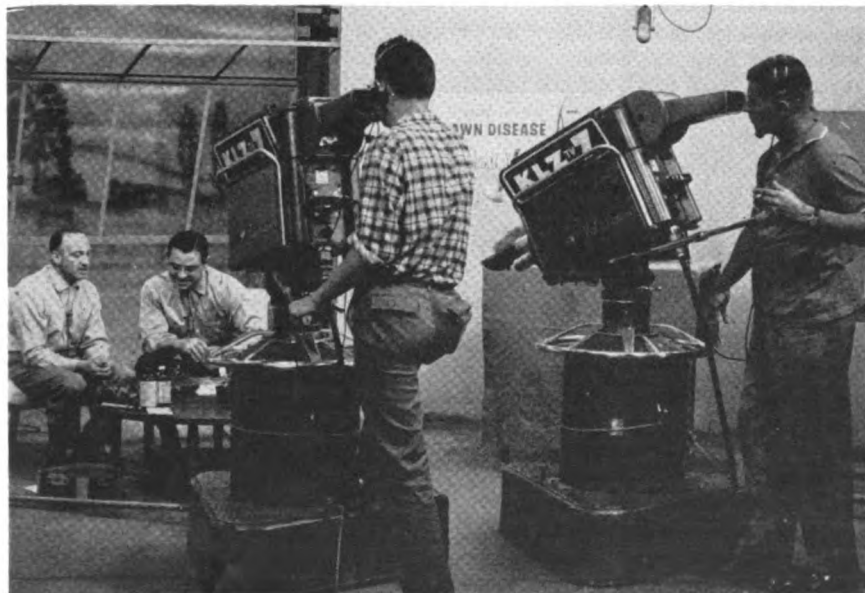
The two "how to" features are followed by the weekly feature, 'Weekend Calendar. This points out anywhere from four to six recommended activities, indoors or outdoors, for the ensuing weekend. The calendar features items which are necessary and timely to undertake at that particular time of the year.

The remainder of the program is dedicated to answering questions from our listeners.

### *Dovetailing Responsibilities*

Outside of the primary planning Mel Eckard and I have little personal contact. His work is located 65 miles from Denver. So we spend from 10 to 15 minutes a week on the phone and then get together about 30 minutes before air time to go over the program for that particular session.

(See *Team Member*, page 80)



Herb Gundell, Denver County agent, (left) and Mel Eckard, State radio and TV specialist, go into action on their Weekend Gardener television show. Each program includes two action presentations.

# Industry Men Share Your TV Objectives

by JAMES E. LAWRENCE, *Television Specialist,*  
New York

TALK to the men who guide the policies (and profits) of New York State's 24 commercial TV stations. They will tell you television is indeed an important, vital medium of communication, ideally suited to the objectives of the Cooperative Extension Service.

Ask these industry men about the status and future of this young medium. They will tell you that extension's present total TV involvement is but a threshold utilization of a powerful educational tool.

These are the formative years of extension's participation in television. Greater opportunities lie ahead.

There is no waiting around in New York State for these new opportunities to unfold. Agents and specialists, with help from station personnel, are continually directing their efforts to the development of strong TV ties with a vast number of people. In his case, it means reaching at least one million viewers with useful, worthwhile material every week.

## Television Bonuses

Some of these extension workers have been "on camera" practically from the time the first commercial TV station began sending out a signal—well over a decade ago. Today, true to its pioneering spirit, extension is the only agency with year in and year out television programs that stretch across the Empire State.

In terms of numbers, nearly 150 extension workers actively contribute to the maintenance of a dozen week-long programs in six key areas. In

other sections, agents and specialists appear frequently as guests of farm directors, TV home economists, and top station personalities.

Weekly dividends from this effort amount to: nearly five hours of choice television teaching time; a total statewide audience rated at a minimum of one million viewers; and a swift, direct means of reaching receptive farm, suburban, and city audiences with agricultural research results, consumer information, and a wide variety of educational material of benefit to all.

Here are three examples of the kinds of television shows developed by New York State extension workers:

*You and Your Family.* This 30-minute program, now in its 13th year, is presented each week over WBEN-TV in Buffalo. Erie County home demonstration agents share the responsibility for the consumer-oriented telecasts. Agricultural and 4-H agents in the area as well as Cornell specialists appear frequently on these popular shows.

*Party Line.* In its 9th year at WHEN-TV, Syracuse, this 7-minute show has built up one of the State's largest followings for a public service program. Station officials rate the audience for the 5-day a week telecasts in excess of 200,000. Some 20 agricultural, home demonstration, and 4-H agents participate in the telecasts. The majority of their shows are recorded on video tape. Shows here cover a wide range of topics, including technical agriculture. But



TV Station Producer Joe Herman directs the camera during a rehearsal of Agricultural Agent Charles Hebblethwaite's farm show at Buffalo, N. Y.

station rule No. 1 is that all subjects must be related to consumer interests.

*Your Agricultural Extension Service of the Air.* Agricultural and 4-H agents conduct this weekly 30-minute show over WBNF-TV in Binghamton. The telecasts, now 4 years old, place heavy emphasis on farm and agricultural research subjects. Because the station's coverage extends into northern Pennsylvania as well as south-central New York, agents from both States share responsibility for the shows. The program recently won a national magazine's annual award for the "best public service program in the Middle Atlantic States."

## Requests Result

The success of New York State's TV programs (a "pull" of several hundred bulletin requests from a single show is common) is the result of combining extension and industry talents. Station personnel, through critical questioning and acclaim when deserved, help agents and specialists better understand what is wanted, needed, and expected from them. Then it is up to extensioners to come through—fortified with training, practice, and sheer grit—with the proper know-how. This happy relationship fosters goodwill and common problem sharing between both groups.

The following are some of the fundamentals commercial TV directors

(See *TV Objectives*, page 82)

## VISUAL EQUIPMENT

(From page 73)

visual office helps him make up the slide set, maintain it, and schedule it upon request. An evaluation slip goes out with each set and is routed to the specific specialist if it indicates subject matter is incomplete, incorrect, or out-of-date.

New fiber mailing cases facilitate handling of the slide sets. They are sent under penalty mail and the user has only to reverse the address card, enclose his penalty mailing slip, and return. Breakage is reduced to a minimum, and there is no danger of loss due to an incorrect return address.

### Visual Libraries

Although the University Film Rental Library handles all extension films, the visual office, under the guidance of the respective specialist, determines which agricultural films are to be added to the library. Sixteen were added to the library in the past year, bringing the total up to 136 films.

Major steps have been taken to establish a photo library for use by the statewide staff. Approximately 480 new photographs related to California agriculture and home economics were added in the past year. In addition, a personnel file contains a recent photo of each extension worker for reference as well as publicity.

Frequent requests for slides to use



The master slide library in the visual office at Berkeley provides slides for extension speakers throughout the State.

in presenting information to civic clubs, etc., by various staff members resulted in the establishment of a master slide library. Over 1,100 slides were added to the library in the past year and the new subject matter filing system incorporated to facilitate use of the slides.

Visualization is often accused of being composed of gadgetry! This is not necessarily so, although we must recognize that effective visualization involves materials and equipment. And the extent to which the extension worker makes use of visualization depends largely upon his access to materials and equipment.

Although the visual production unit is on the Berkeley campus, equipment pools are maintained at the Davis and Riverside campuses as well. A visible card file is maintained in the Berkeley office to keep records of all equipment used by the statewide staff.

A card is made for each item identifying the item as to description, serial number, property number, date of purchase, and purchase order number. The card has space for scheduling the item by days for a 2-year period. These cards provide ready access to availability of the item as well as a record for inventory and loss.

### Always Something New

Considerable time is spent by the visual staff in seeking out new and more effective ways to visualize. Attendance at trade shows and fairs, visits to dealer showrooms, frequent demonstrations of new materials and equipment, subscription to trade magazines, and participation at workshops enable them to better serve the extension worker when he desires a more effective way of telling his story.

This is a rapidly changing field. New materials, new equipment, and new techniques continue to outmode past operations. This means continuing problems of personnel, budget, and space.

Visuals can be a costly form of disseminating information. But cost can be justified on the basis of effect in the ultimate goal of the California Agricultural Extension Service.

## TEAM MEMBER

(From page 78)

Mel prepares a technical outline each week which he goes over briefly with the program director and coordinates with him the various changes of scenery during the program. I prepare feature material and The Weekend Calendar.

Though the majority of programs are done "live" at the studio, occasionally they are video taped. From two to five programs each year are either filmed or done on location when the Weekend Gardener show visits a special gardening event of regional importance.

The only noteworthy program problem is the fact that on Saturdays much of the program schedule is network. And, special events call for timing of the show to change. However, our experience has been good and the changes are held to a minimum.

### Audience Growth

The results of 5 years of weekly presentations on television have exceeded our dreams. Both Mel and I have become so widely known in the metropolitan Denver area and the State as a whole that we are constantly greeted in public markets, on the street, and at organization meetings.

Audience participation ratings for the show have been at times notably high, and always well above expectations for the day and the time in which the programs are presented. In fact, the programs have been successfully taken on by at least 10 other TV stations—one in southern Wyoming and another which covers the Colorado Springs-Pueblo area and reaches clear to the State Line some 200 miles south. According to television station executives, weekly coverage varies from 35 to 50,000 sets.

All in all, it is a new way of doing extension work—an exciting and interesting way. It certainly taxes imagination and ability of a cost extension worker, but what use could be made of the little time needed for preparation and scheduling programs to reach effectively such a large and grateful audience?



# Setting Farm Radio on Target

by JAMES WHATLEY, Manager, Radio Station WRFS, Alexander City, Alabama

**S**HOOTING for a wider listening audience by means of greater variety in short programs is—"on target in the sixties."

WRFS radio station in Alexander City is proving this with a new series of minute programs. They have replaced the stereotyped daily 15-minute program for the farmer.

These modern, short farm programs, *Through the Windshield*, by Coosa County Agent Hoyt Webb, are complete with sound effects. They consist of 1-minute interviews with local farmers on agricultural developments in Coosa County—garden notes, lawn care tips, and on-the-farm demonstrations at local apple orchards. This last subject was pro-

duced to stimulate interest in apple growing in the county.

For 10 years, Agent Webb had carried a 15-minute program once each week with news for farmers in the area. The program was one of the oldest on the station. Last year while discussing some of the newer types of short programs that the station is now using, it was decided to try an extension program that would be short and to the point.

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## Wider Audience

The idea of these striking short farm programs is to "capsulize" farm material into 1-minute packages which can be fed into the daily musical program. With the increased number of programs a day, farm material becomes more diversified and attracts a wider audience. They are short enough to interest the nonfarm listener, including businessmen.

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Farm programs are being "capsulized" to provide the entertainment and information that builds ratings and encourages profits. Today, the farm listener is considered a very important member of the overall radio audience—and shorter, more varied programs are the answer.

## Success Shows

Proof of the success of this trend to a more listenable format with shorter, more interesting programs soon became apparent. People on the street stop Agent Webb with comments such as, "Here comes 'Through the Windshield'."

We are indeed happy with our short programs, *Through the Windshield*. You just have to walk down the streets of Alexander City or go through the rural area of Coosa County and ask anyone you meet to find that this program has a wide listening audience.



Hoyt Webb, Coosa County agent, Bob Sharman, Alabama radio and TV editor, and James Whatley, radio station manager, (left to right) check sound effects for Webb's program.

## VISUAL EQUIPMENT

(From page 73)

visual office helps him make up the slide set, maintain it, and schedule it upon request. An evaluation slip goes out with each set and is routed to the specific specialist if it indicates subject matter is incomplete, incorrect, or out-of-date.

New fiber mailing cases facilitate handling of the slide sets. They are sent under penalty mail and the user has only to reverse the address card, enclose his penalty mailing slip, and return. Breakage is reduced to a minimum, and there is no danger of loss due to an incorrect return address.

### Visual Libraries

Although the University Film Rental Library handles all extension films, the visual office, under the guidance of the respective specialist, determines which agricultural films are to be added to the library. Sixteen were added to the library in the past year, bringing the total up to 136 films.

Major steps have been taken to establish a photo library for use by the statewide staff. Approximately 480 new photographs related to California agriculture and home economics were added in the past year. In addition, a personnel file contains a recent photo of each extension worker for reference as well as publicity.

Frequent requests for slides to use



The master slide library in the visual office at Berkeley provides slides for extension speakers throughout the State.

in presenting information to civic clubs, etc., by various staff members resulted in the establishment of a master slide library. Over 1,100 slides were added to the library in the past year and the new subject matter filing system incorporated to facilitate use of the slides.

Visualization is often accused of being composed of gadgetry! This is not necessarily so, although we must recognize that effective visualization involves materials and equipment. And the extent to which the extension worker makes use of visualization depends largely upon his access to materials and equipment.

Although the visual production unit is on the Berkeley campus, equipment pools are maintained at the Davis and Riverside campuses as well. A visible card file is maintained in the Berkeley office to keep records of all equipment used by the statewide staff.

A card is made for each item identifying the item as to description, serial number, property number, date of purchase, and purchase order number. The card has space for scheduling the item by days for a 2-year period. These cards provide ready access to availability of the item as well as a record for inventory and loss.

### Always Something New

Considerable time is spent by the visual staff in seeking out and testing more effective ways to attract attendance at trade shows, visits to dealer shows, and demonstrations of new equipment, subscription to magazines, and paid advertising work. The staff also makes use of the telephone to reach out to the public and to other staff members. The staff also makes use of the telephone to reach out to the public and to other staff members.

## TEAM MEMBER

(From page 78)

Mel prepares a technical outline each week which he goes over briefly with the program director and coordinates with him the various changes of scenery during the program. I prepare feature material and The Weekend Calendar.

Though the majority of programs are done "live" at the studio, occasionally they are video taped. From two to five programs each year are either filmed or done on location when the Weekend Gardener show visits a special gardening event of regional importance.

The only noteworthy program problem is the fact that on Saturday much of the program schedule is network. And, special events call for timing of the show to change. However, our experience has been good, and the changes are held to a minimum.

### Audience Growth

The results of 5 years of weekly presentations on television have exceeded our dreams. Both Mel and I have become so widely known in the metropolitan Denver area and the State as a whole that we are constantly greeted in public markets, on the street, and at organizational meetings.

Audience participation ratings of the show have been at times notably high and well above expectations. The day and the time at which the programs are presented, the program content, and the success of the program have been noted in the past two years. The ratings have been high and are a reflection of the audience's interest in the program. The audience has grown from 35,000 to over 200,000.

The way of doing things is exciting and interesting. It certainly taxes the ability of a county to do what better. The little time and scheduling is done so effectively that the audience is a grateful audience.

# Setting Farm Radio on Target

by JAMES WHATLEY, Manager, Radio Station WRFS, Alexander City, Alabama

**S**HOOTING for a wider listening audience by means of greater variety in short programs is—"on target in the sixties."

WRFS radio station in Alexander City is proving this with a new series of minute programs. They have replaced the stereotyped daily 15-minute program for the farmer.

These modern, short farm programs, *Through the Windshield*, by Coosa County Agent Hoyt Webb, are complete with sound effects. They consist of 1-minute interviews with local farmers on agricultural developments in Coosa County—garden notes, lawn care tips, and on-the-farm demonstrations at local apple orchards. This last subject was pro-

duced to stimulate interest in apple growing in the county.

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Hoyt Webb, Coosa County agent, Bob Sharman, Alexander City, Ala., and James Whatley, radio station manager, (left to right) check the microphone.

## ADMINISTRATOR

(From page 67)

1956. During his 3 years with the Institute, he traveled extensively, in this country and abroad, studying agricultural conditions.

In 1958, Dr. York was named a Fellow of the American Association for the Advancement of Science. A year later he was named a Fellow of the American Society of Agronomy.

The new administrator is a member of the American Society of Agronomy, Soil Science Society of America, Crop Science Society of America, International Society of Soil Science, American Grassland Council, American Forestry Association, and the Soil Conservation Society of America.

Dr. York was born in Valley Head, Ala. He is married to the former Vermelle Cardwell of Evergreen, Ala.

## TV OBJECTIVES

(From page 79)

continually emphasize to guide extensioners toward more effective television programing:

- Television is a medium unto itself. Although it combines the best elements of many communication processes, its total entity is unique. A TV show is just that—not visual radio, or what have you.

- Television demands television performers. Success is assured when you adapt to TV's ground rules and fit your material to its techniques, mechanics, and facilities. A good combination is the right treatment of your subject with the best use of the medium's methods.

- Television audiences are individually oriented. Your TV audience is not merely a mass of hundreds of thousands of people with the responses and reactions of an assembled group. Television assembles small audiences composed of one or more individuals, but these individuals number in the hundreds of thousands. Television helps you reach them through its immediacy, spontaneity, and intimacy.

- Television is a visual medium. Simple, imaginative visuals give your TV show its proper dimension and contribute toward establishing a rapport between you and your audience.

- Television requires a constant exchange between talent and technicians. The industry wants to know how to help you help yourself get vital information across to your audience. TV stations serve up a tremendous amount of "exposure" for you to utilize as you see fit. Getting the most out of this television time depends on using all resources at your disposal. Your station contacts—program directors, farm directors, and cameramen—are a large part of these resources.

So it is, in New York at least, that advancements with television as a teaching tool have come about through a fine spirit of cooperation between extension and industry representatives.

Thus when you talk to the men who are charged with the commercial operations of the State's TV network you find unanimous agreement regarding the Cooperative Extension Service. They will tell you extension workers are making an important contribution to the health, welfare, and economic betterment of a large number of farm, suburban, and city people. Television is helping to get this job done, thanks to the industry's support of extension telecasts throughout the State.

## BULLETIN DISPLAY

(From page 68)

Boy Scouts, business firms, libraries, chambers of commerce, State department of health, State heart association, and stores.

Indiana publications, news, and radio editors confer twice yearly to pick 13 booklets they'll "plug" for 2 weeks each during the coming 6 months. Requests go either to Purdue or county agents.

Washington-Oregon-Idaho can promote their joint Pacific Northwest publications via mass media, with people getting copies from their own county offices. Such areawide promotion is especially needed, since coverage of several large newspaper, radio, and TV outlets straddles State lines.

North Dakota "does a land office business" after the entire list of some 300 available publications is published each year in county newspapers.

County governing boards pay the balance at regular advertising rates.

The New Hampshire editor ran short classified ads in one newspaper for a few weeks during the cold snap last winter. Subject—home heating.

## Organizations Support

Besides mass media, booklets can be distributed efficiently through appropriate organizations. Electric and telephone utilities in Connecticut have reprinted some 40,000 copies of "Street Trees" and offered a free copy with monthly bills. This system covered 95 percent of all families.

Last fall in South Dakota, service and civic clubs, Boy Scouts, chambers of commerce, and home demonstration clubs helped distribute 38,000 copies of a series of 3 booklets explaining a proposed water conservation sub-district. At first the likelihood of a vote was doubtful, but the measure passed with 78 percent to 93 percent in favor.

Public libraries are a new distribution point in seven cities in Ohio. Booklets are displayed on a special rack. Librarians and agents are "very happy" with results.

Doctors and health officers have proved highly successful in distributing to their patients a West Virginia leaflet listing poison control centers. The authors wanted to distribute the list widely. Doctors and health officers were glad to cooperate.

Cleveland Kiwanis clubs suggested and paid for most of an extensive folder on safe use of power lawnmowers. Members delivered them by hand to suburban home owners. Later an ad agency arranged to reprint the folder for one of its clients.

Many States often issue dairymen information as enclosures with mail checks.

Delaware is "pleased with results" from selling its Christmas Goodwill publication in department stores and on consignment at bazaars.

And Michigan is even testing about 12 models of coin-operated wire play racks (as for newspapers) to distribute for-sale publications.

With all these distribution methods and places available, our choice stands out clearly between Bulletin Hoarders or Bulletin Users!

# As Near As Your Telephone

by **NORMAN J. SMITH, Associate  
Nassau County Agricultural Agent,  
New York**

**A** MINUTE a day keeps trouble away. This is the general theme of Nassau County's telephone recorded message system which is now in its third year of operation.

Never before has the Extension Service been able to get so close to such a large number of our nonfarm friends. This recorded message system has a built-in public relations value to a county with a great and growing nonfarm audience.

Nassau County's situation looks like this: In the past 10 years, the population increased 100 percent—from 600,000 to 1,300,000. During the 1950's, over 147,000 new homes were built on former vegetable and potato farms.

Look at a map and you will find that Nassau County, Long Island, borders New York City. After World War II, New York City residents'

demand for housing drove the builders to Nassau's wide open spaces. Easy digging in well-drained soil made Nassau County an excellent site for a new suburbia. Cooperation from a county government which was prepared for this change made the transition orderly.

New homeowners and gardeners had only limited exposure to lawns, flowers, trees, shrubs, and insects when they arrived in Nassau County. However, they all had an innate interest to beautify and improve their property. They wanted to make three blades of grass grow where they used to grow one.

Most residents are well educated. In general, our home gardeners are good readers, good listeners, and good followers. They believe in science and expect results.

## Phone Device Tried

Now let us take a look at our recorded message device. Why was it installed?

In the spring of 1958, Charles Turner, county agent in Worcester County, Mass., reported on his experiences with a telephone device at a regional meeting for urban agents held in New York City. We decided the device should be tried in Nassau County. Our executive committee, who guide the educational program,

agreed that it should be given a trial.

In May the telephone company installed one unit. After the first newspaper release, it was not adequate to handle the incoming calls. A second unit was added in early June and a third unit in late June. This enabled three people to call simultaneously during the 1958 season. Now we have equipment which allows five people to call simultaneously.

The message, 1-minute long, is repeated twice to each caller. Our practice has been to change the recording daily at noon. The weekend message runs from Friday noon until Monday noon.

Most of the messages provide information of a preventive nature which enables the caller to head off trouble before it starts. As with most of our other communication media, we believe that our information should enable people to help themselves with the aid of scientific truths.

## Multiple Uses

During 1960, the message titles were prepared a week in advance so that newspapers could give publicity to the message service. The message titles for the following week are also included on the recording each Thursday.

During the growing season, topics related to lawns are presented on the weekend message. On Thursday, the message is usually on a fruit problem. Monday, Tuesday, and Wednesday messages cover problems of vegetables, flowers, trees, shrubs, household insects, soils, and weed control. During the winter season we discuss house plants, flowers, household insects, and other items of a general agricultural nature.

Aside from presenting information to individual callers, the messages are used in several other ways.

Several radio stations tape the message and use it at their convenience.

Each Thursday the previous five messages are mailed out to garden centers for bulletin board posting. These weekly prepared mimeos are called Garden Guides.

The device can be used to help publicize countywide meetings. Over  
(See *Phone Device*, page 84)



Over 100,000 visitors at the Long Island Nurserymen's Garden Show last spring passed this Extension Service exhibit promoting use of the recorded message service.

## EDITORS SAY

(From page 75)

often the extension office uses our paper strictly for 'advertising' for events, but fails to include enough pertinent material to make it newsworthy and almost always fails to follow up with the real news after the event," said one.

A survey of county agent columns made some time later proved that this was more than just a mythical complaint. Over 50 percent of the events given advance publicity in personal columns of South Dakota county agents were never mentioned again after the event.

### Special Circumstances

While these editors ask agents to get most of their copy to them on Friday or Saturday for the paper which is to be published the following week, they are equally willing and eager to take last minute timely news by phone. In fact, on important, late copy they said, "We would welcome a phone call rather than mail, which sometimes arrives too late for publication."

Happily, South Dakota editors, in general, said they could use most of the material that agents send them. Almost 90 percent said they could use either all or most of the material they received from their agents. The ones who couldn't use the material said it was: not localized, too long, or too wordy.

What do editors want? Short, local stories that are filled with the names of people their readers know!

### FARM COLUMN

(From page 77)

all, it's their paper, and the editor has the right to set it up to fit his ideas. A few times editors have suggested subjects for us to write about—very welcome suggestions, of course.

The column carries a Tuesday release date and is mailed on Friday each week. It is always exactly three double-spaced pages—about 1100 words. Papers are more apt to use a column regularly if they can depend on it arriving on time and being the same length each week.

One radio station and one tele-

vision station just across the river in St. Louis, Mo., have daily farm programs with full-time farm editors. We send them our column on the same schedule as the local papers and they usually use several items each week. Several other radio stations in the area have requested the column and we send it to them also. It's our experience that this gives better radio and television coverage than having our own program, although that will depend on the local situation.

Just one more thought—having to turn out a timely, readable column every week helps keep us up-to-date too. Many times the things we have written help us answer individual questions or provide material we can use at meetings.

We believe that writing a farm column is one of the best things a county agent can do.

### PHONE DEVICE

(From page 83)

5,000 people attended a 2-day turf field day which was advertised on our message service.

It is an excellent way to publicize a giveaway bulletin. Tell a listener to call and ask for bulletin "XYZ."

### Results and Uses

No formal evaluation study has been made. However, we have noticed several helpful tips.

The calls that come in through our regular telephone lines are an excellent guide regarding the problems which people believe are important. For example, if we receive many calls on a specific problem, this indicates that the interest is high and a message should be built around this particular problem.

Newspaper publicity increases the number of callers.

Messages can be prepared and recorded in a relatively short time. In an emergency, the message can be changed immediately to help people meet a specific problem.

We have complete control over the content of the message which is presented. The information an agent presents cannot be altered as it often is by those who use our written material.

The highest number of calls one day's message was 858. We averaged 392 calls per message during 1960. In total, the device received 99,767 calls in 1960.

The above figures were recorded with an electronic counter on the device. As time permits, we should be able to analyze these figures and a correlation between titles, message content, and the number of calls. We have already noted that the word "insects" has more appeal than many other words used in message titles.

### Increasing Contacts

The recorded message device is economical and does not require a large amount of time. But it has not decreased our work load.

Other agents who try this device will find additional people discover that you have the answers to their questions. These new people are tremendously grateful for your recommendations. And your program will be supported locally if you can provide unbiased agricultural information which meets the needs of your residents.

The agents in Nassau County realize that we are experimenting in the field of agricultural extension work with such a large audience. We believe that our information can be of real service to our residents. Our work includes a built-in publicity relations factor important to the total United States agriculture.

### COMBINING MEDIA

(From page 72)

many home owners had followed the series, and that many of them stopped throughout the following spring and summer to watch the development of the plantings.

Much of the success of the project certainly was due to the excellent publicity and cooperation given through the communication media. About 305 individuals attended the demonstrations and meetings and many return visits are being made by individuals who participated in this project. And a much larger number followed the series through radio, TV, and newspapers.

# Making Exhibits Tell a Story

by EARLE S. CARPENTER, *Extension Communications Specialist, Massachusetts*

EXHIBITS have played an important part in the Massachusetts 4-H program since its inception over 50 years ago.

In 1908, young people were encouraged to enroll in a potato club and exhibit at the local fair. Since then the majority of the 4-H projects have lent themselves to competition at the 4-H, Grange, community, and major fairs in the State.

Over the years, under the direction of the 4-H staff, this competition has been changed and modernized. About 20 years ago, several counties arranged for club exhibits at their County Girls' Day. In general these featured the results of the club activities for the year and in many instances showed a collection of the articles completed. Local fairs became interested and arranged for competitive classes.

## *Exhibits that Work*

In more recent years the extension staff decided that exhibits were one of the best means of publicizing the 4-H program. They planned to have more window exhibits set up all across the State during National 4-H Club Week.

These displays "tell a story" of one phase of the 4-H program in a simple, colorful, attractive manner. They are not an exhibit of an individual article made as part of a member's yearly requirement, nor a display of awards won.

Exhibits tend to fit into one of three general types—promotional (that is 4-H club work, its objectives, growth in a community), show facts, or shows how-to-do-it. These displays make their first appearance during National 4-H Club Week in keen competition. But club members understand that there are many other opportunities to use the same exhibits—other youth meetings, countywide home econom-

ics or agricultural meetings, fairs, and local science fairs. Some fairs award money prizes to exhibitors who score "excellent."

## *Training for Leaders*

Training meetings for both adults and junior leaders are held in preparation for this type of display. Over the years they have been on both county and State levels.

We have found two major benefits of such training. First, it arouses interest in selling 4-H to the general public, prospective members, and prospective leaders. In addition, it encourages group cooperation and friendly competition.

During the training sessions we emphasize making use of available materials to keep down expenses. The important points considered are layout, color, props, and lettering.

Usually a winning display is offered as an illustration and leaders are shown slides of good and poor ex-

hibits. For experience, they are encouraged to judge exhibits from slides. Finally, we hand out leaflets for the leaders to keep.

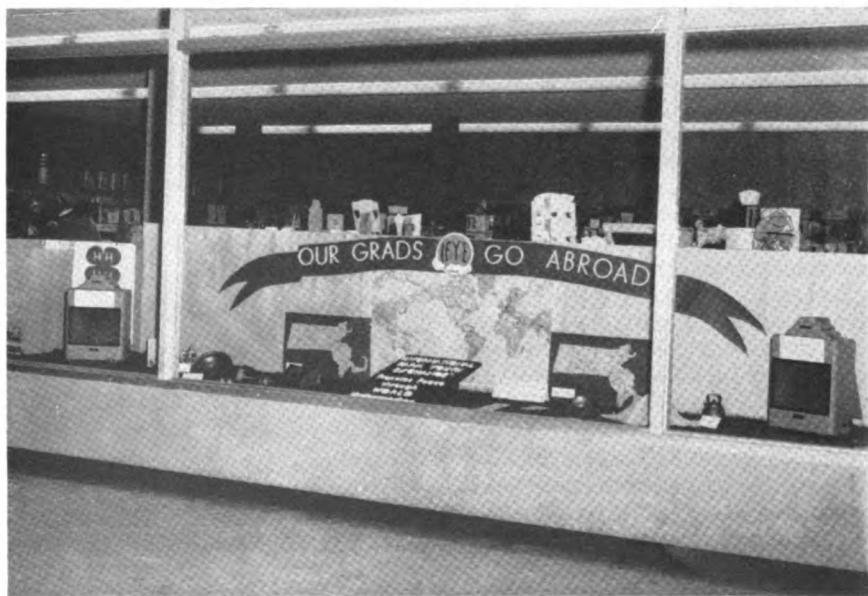
Each year meetings are conducted in about half the Massachusetts counties. Subjects include exhibits, use of visual aids in the 4-H program, poster making, and a workshop on making a combination flannelboard-chalkboard for use by leaders and members.

## *Projected Value*

Both leaders and club members have shown steadily increasing interest in 4-H exhibits. In 1953, 11 counties reported 123 exhibits. In 1960, these same counties had 322 window displays entered in competition. These exhibits were shown in 39 percent of the State's cities and towns, or half of those having active 4-H clubs.

One leader wrote, "My window exhibit has had some unusual results. We have six girls already looking for a club and we have two prospective leaders."

You may ask if the time devoted to this type of training is worthwhile. We feel that it is. It gives a club an opportunity to work as a group and to acquaint a segment of the population with the 4-H program through the exhibits.



Massachusetts 4-H club members and leaders are encouraged to display exhibits that teach facts, show how to do things, or as this one does, promote a part of the 4-H program.

## TRENDS CHALLENGE

(From page 71)

more requests for bulletins, personal visits, meetings, and office calls than he can possibly handle.

So the challenge is to try ways to make the mass methods do more teaching for us rather than inviting a personal call.

The study showed that urban agents made heaviest use of press-radio-TV during their first few years in the county and then use declined steadily. Many said they had all the calls they could handle and didn't want more "publicity."

Have we tried to move a farm county pattern of using press-radio-TV over to the thickly populated areas where it does not work the same? If so, perhaps we have been thinking of mass methods as a means of reaching a total audience.

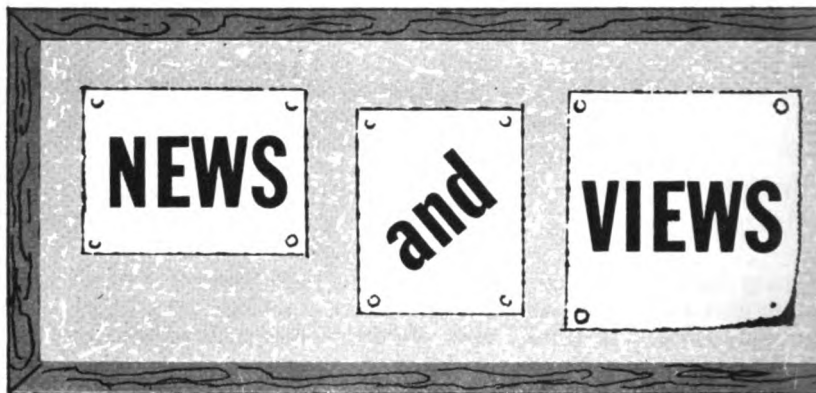
### *Aim for Individuals*

Whether there are a few or many to reach with a particular message, we have to reach them as individuals. Large numbers may have to be reached in a mass way but we still must aim our messages at them as individuals and special groups. Press-radio-TV are the channels we use to do this.

When we analyze our educational job in terms of specific audiences, it makes our job easier. It also makes more sense to the press-radio-TV editors and directors who want our educational material when it is aimed at their audiences.

We hear much about changes in audiences and problems. We have adjusted in the past, largely because we work closely with local people. This is where we have to start meeting the changes that challenge our use of mass methods—specific audiences we need to reach, channels we have for reaching them, and writing messages from the audience standpoint.

Agents' reports show that we are making adjustments. The implications, needs, and almost endless possibilities challenge us to further develop our patterns for better serving and reporting to the people beyond the farm. At the same time we need to do a more specific job with farm people.



## Oklahoma Schedules Land Judging Event

Oklahoma will extend a welcome to land, pasture, and range judging teams and individuals from many States when the 10th annual national judging school and contest is held in Oklahoma City, April 27 and 28.

4-H club and FFA teams will compete in the land judging and pasture and range judging divisions. There is a division for women and girls, and for men adults. They will compete as individuals rather than teams. Any college or university may enter up to two teams in all divisions.

Objective of the school and contest is to stimulate interest in soil water conservation, pasture development, and range management over the nation, says Edd Robb, Oklahoma extension soil conservationist.

## Market News Center Alerts Area Farmers

Fair market prices for potatoes more likely for Northern Michigan potato growers since a potato news center has been established in Gaylord, Mich.

A teletype printer, bringing University of Michigan Department of Agriculture reports



Orville F. Walker (right), district extension marketing agent, shows Extension Director Rebman, Charlevoix County, and Ray McMullen, Otsego County, how he gets information from teletype reports on prices being paid for potatoes in the nation's markets.





University of Rhode Island Extension Service offers county agent's services, including "Write for free publications," to people in the Providence area. Extension editor Walter Gray (right, with director H. O. Stuart) approached an outdoor advertising firm for free space. The company agreed with 21 boards for 1 to 2 months, worth \$1,500. Only cost to extension was for artwork. The company suggested extension contact them again next year.

from all markets has been installed in the office of Orville F. Walker, district extension marketing agent. In operation from mid-September until the crop is disposed of in late April, the printer taps immediate market quotations from all markets.

Walker arranged with radio stations serving the area to record brief market reports to follow noon and evening news programs. Farmers know when to listen for the up-to-the-minute market reports.

to one newspaper or radio station adequately serves the whole Northern Michigan potato growing section. So Walker uses the telephone to record market reports for the different stations and to give newspapers current information.

## BOOK REVIEWS

**CHEMISTRY OF PLANTS AND ANIMALS** by Frank Mallette, Paul Althouse, and Carl O. Clagett. The latitude of the book is one of the first pleasant surprises one is to experience upon examining *Chemistry of Plants and Animals*. Another is the understandable man-

ner in which the authors describe the chemistry involved in numerous functions of plants and animals together with relationship to elements of their environment—soil, air, light, etc.

The extension worker who is interested in refreshing his memory or in digging a bit into the chemistry of phenomena he deals with daily, will find this a convenient, useful reference.

The chief criticism is that treatment of a particular topic may not go far enough to satisfy the individual already well grounded in the subject or interested in detail. But such depth, together with the latitude of this treatment, would seem to be too much to expect of a single book.—*J. R. Paulling, Federal Extension Service.*

**SEEDS THAT GREW**—A History of the Cooperative Grange League Federation Exchange by Joseph G. Knapp. Anderson House, Hinsdale, New York. 535 pp., illus.

Rarely does a book emerge so complete with development background of the growth of a firm. It is especially useful as a case study in long range planning. Today's county agents and State specialists will find

lessons in sociology and psychology as well as in economics and business management.

While lengthy it is easy reading—much like a novel. The author follows a pattern of chronological development. Not until his chapter on The G. L. F. Today does he pull the whole organization together. For those who wish to learn most profitably, this chapter may be the first one to read.

The outstanding feature of the book is the completeness of each chapter. For example, Chapter 23, Installing the Petroleum Service, covers completely the decision making process. The author's use of direct quotations develops a highly authentic presentation.

Besides being an excellent case study, the book is so well written that it should fare as well as any historical novel.—*Paul O. Mohn, 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 2157 Muscadine Grapes—A Fruit for the South—New (Replaces F 1785)
- L 487 Planting Black Walnut for Timber—New (Replaces L 84)

The following publications are obsolete and all copies should be discarded:

- F 1739 Pear Growing in the Pacific Coast States
- F 1740 Vetch Culture and Use
- F 2116 Conservation Methods for the Upper Mississippi Valley (Fayette Soil Area)
- F 2133 Growing Safflower—An Oilseed Crop
- L 350 The Imported Fire Ant—How to Control It.
- L 368 The Alfalfa Weevil—How to Control It.
- L 401 The White-fringed Beetle—How to Control It With Insecticides, How to Prevent Its Spread

# Direct Mail Is Suited to the Job

by CHARLES FLINT and MARIE J. BREMNER, *Ferry County Extension Agents, Washington*

**I**N this age of supersonic speed and mass contacts, direct mail is frequently overlooked as a means of reaching local people. Too often, it is forgotten that in many circumstances, direct mail is better suited to do a job than the mass media. In our county it is.

Ferry County is located in north-eastern Washington State. It has a total land area of 1,406,080 mountainous acres.

The north half of the county lies wholly within the Colville National Forest and the south half, wholly within the Colville Indian Reservation. Thus the county consists of many cut-up areas of deeded land surrounded by either national forest or Indian lands.

Ferry County is isolated by mountainous topography, limited transportation, and poor communication facilities.

## Media Situation

The one weekly newspaper has limited circulation. Space available for agent news is practically nil because of the press of mining and local news stories.

Radio stations are located in bordering counties, but reception within Ferry County is so poor, because of the mountainous terrain, that few people even attempt to listen.

In order to get information to the people we send it directly by mail

from the county extension office. Newsletters have been most satisfactory.

We have two regular newsletters and one special information bulletin. The two regular publications are the monthly 4-H newsletter and the bi-weekly agriculture news sheet. A special information sheet is sent at various intervals to the homemakers.

## Selecting Audiences

The 4-H newsletter goes to each 4-H family in the county. Each issue contains timely information of special value to the members and to help leaders emphasize specific needs.

For example, the August edition contained articles relating to the county fair which is held in September. There were articles on Fitting Sheep for the Fair, Getting Clothing Ready for Judging, and Special Points on Getting Foods Exhibits Ready.

A special page is attached only to copies sent to the leaders. On this is information of interest to the 4-H leader including notices of special meetings, reminders of coming activities, and special information to help them with their club members.

The Agriculture Newsletter, sent out every 2 weeks, contains timely information for farmers. Newsletters sent out in February, for instance, concerned hay shortage, what to do if it develops, and the importance of keeping farm records.

Homemakers in the county receive special information newsletters four times a year. Each issue has a theme based on the season. The spring edition contains articles on spring fashions, fabrics and colors, spring plans around the home, and planning home gardens. The August edition, just prior to the county fair, emphasizes preparing exhibits, making classes of exhibits, and other fair activities. Each issue also has a section on food buying.

The mailing list for the Agriculture Newsletter is taken from members' lists of agriculture groups plus people who personally contact the office through telephone calls, office calls, or letters.

The homemakers mailing list is made up of those women who have attended extension meetings, personally contacted the office, or have been contacted by the agent through home visits. In addition, some homemakers have called specifically asking to be put on the mailing list.

## Results Noted

Results from programs are difficult to put our finger on and they take some time to determine. But we have observed: an increase in telephone calls and office calls relating to information in newsletters; mailed requests for additional information on a subject in the newsletters; requests to be put on the mailing list for better quality exhibits in both 4-H and 4-H classes at the county fair; people referring to information in the newsletters in conversations with neighbors; and an increased dependence on the county extension office for information in the agricultural and home economics fields.

Direct mail has been our answer to getting information to the people—the purpose of our work.

Education Library

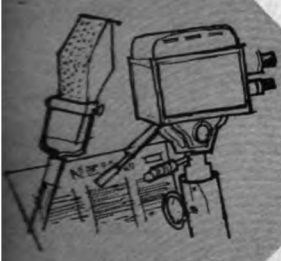
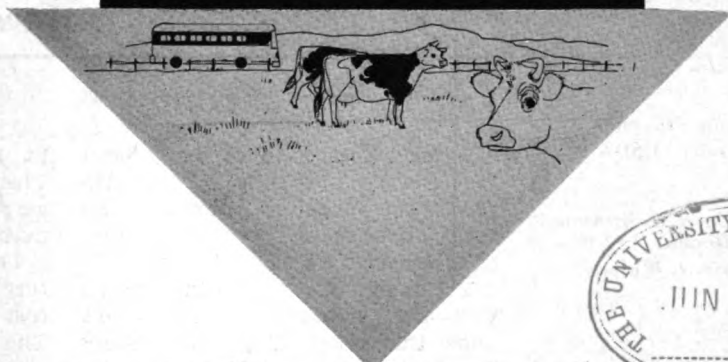
# EXTENSION SERVICE *Review*

MAY 1961

*Educa*

TELLING  
AGRICULTURE'S  
STORY

32.5





# 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—work directly or indirectly to help people learn how to use 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 for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agencies the Review serves as a source of ideas and useful information how to reach people and thus help them utilize more of their own resources, to farm more efficiently, and to make home and community a better place to live.*

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May 1961

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## EAR TO THE GROUND

Never before have so many been fed so well for so little. This paraphrase of Winston Churchill's famous quote helps sum up the story of American agriculture.

Yet many of those being fed so well—our nonfarm friends—don't know this story. Why not? Mainly because no one has told them.

This issue features methods extension workers are using to tell this story. Talks, radio and TV programs, newspaper articles, exhibits, and tours are among the many methods being used to help develop a better public understanding of agriculture.

This is not a one-shot proposition. At every opportunity, you and I—and everyone in agriculture—should tell this story. We should tell it again—and again—and again.

To supply you facts for this continuing job, we're starting a series of articles giving facts about agriculture's contributions to our economy. The first of these—Why Milk is a Good Buy—is on the back page of this issue.

For the next several issues, we're reserving the back page for more facts you'll find useful in preparing messages for nonfarm audiences. When possible, these will be timed to

fit the season or special month. This month's article on milk, for example, gives good facts for during June Dairy Month.

There are many facets to agriculture's story. Better food at lower cost is an important one, of course. The nonfarm public also needs to understand agriculture's other contributions.

Our city friends should be reminded, for example, that agriculture's progress permitted release of workers to other jobs. And this means possible the production of goods and services which give the average American a level of living envied world over.

In essence, this job of telling agriculture's story is a public relations effort. Public relations has been defined as doing a good job and letting others know it. The facts show that a good job agriculture is doing. We need to "let others know it."

Next month brings summer weather, school vacations, and dozens of 4-H and YMW activities. So our issue is packed with articles of extension youth work—successful programs, new programs, new approaches and how they developed.—EHR

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# Putting Agriculture in Proper Perspective

by E. T. YORK, JR., Administrator,  
Federal Extension Service



*Editor's Note: When Dr. York wrote this article, he was Director of the Alabama Extension Service.*

In May 1959, one of Alabama's leading daily papers carried an editorial cartoon depicting the farmer as a big hog, growing fat at the expense of the government treasury and the consumer public. Some 18 months later, this same paper carried a strongly worded editorial deploring the fact that the farmer did not receive his just share of the national income and suggesting that something should be done to help him.

## Educational Effort

This reversal in editorial opinion represents the change in attitude of a large segment of the Alabama public toward the farmer during this period. A major contributing factor in this change has been a concerted educational effort by the Alabama Extension Service to put agriculture in the "farm problem" in proper perspective.

This effort has been directed primarily to the nonfarm public. Agriculture's story has been told to scores of groups throughout the State—to clubs, chambers of commerce, business and professional organizations, garden clubs, officials of county and State government, and others. In telling this story, we have had a three-fold objective:

First, we attempted to explain why we have such a troublesome farm

problem and why it is so difficult to resolve.

Second, we emphasized the tremendous contributions which agriculture has made and is continuing to make to the nation's economy and to the welfare of the people.

Finally, we attempted to characterize our agriculture abundance and our ability to produce in abundance, not as a liability but as one of our nation's greatest assets.

## Understanding the Problem

We pointed out that a farm problem is not a new experience—man has been confronted with a farm problem of some sort throughout history. A major reason for this is that agriculture production cannot be accurately predicted or controlled because of the uncertainty of weather, pests, and other factors which affect production.

We emphasize that throughout history the farm problem has most frequently taken the form of insufficient production, and recurring famine has been the usual experience of mankind. This situation prevails in many areas of the world today.

Which type of farm problem is preferred—too little production or too much? There can be only one answer. To be sure of adequate supplies of farm products at reasonable prices all the time, we must have some surplus—this is our insurance against hunger.

As a basis for further understanding, we pointed to the tremen-

dous explosion in agriculture productivity in recent years. The average productivity per farm worker has more than doubled in the last 20 years. In fact, productivity has gone up more in the last 2 decades than in all recorded time prior to 1940.

This is a story of fantastic achievement—almost too great to comprehend. This increase in agricultural efficiency has contributed greatly to our nation's economic growth by freeing manpower and other resources for business and industrial development.

This increase in agricultural efficiency has also made it possible for the public to spend an ever-decreasing share of income for the products of agriculture. Today the American public spends only 20 percent of its disposable income for food—far less than any other nation. This has created new demands and expanded markets.

## Picture the Benefits

We indicated how increasing agricultural efficiency has resulted in enormous savings to the consumer. For example, the take-home pay for an hour of labor will buy from two to three times as much food as it would 20 years ago. We have also pointed to Department of Agriculture estimates that if farmers were using the same materials and methods as 20 years ago, the American public would

(See *Proper Perspective*, page 102)

# Better Public Relations Is a Family Affair

by LOUIS H. WILSON, Secretary and Director of Information, National Plant Food Institute, Washington, D. C.

**F**ARMING is suffering from pernicious anemia in public relations . . . although there are times when it would seem more proper to call it 'malicious' anemia. It definitely needs professional help . . . a complete clinical checkup . . . and good professional treatment . . . and this illness is very much a family affair."

This is how North Carolina's Commissioner of Agriculture L. Y. Ballentine described the condition of agriculture's public relations.

## *Agriculture's Family*

All of us are proud to be members of this agricultural family. And I heartily concur with Mr. Ballentine that the problems facing farmers, in terms of public relations, are very much a "family affair."

No family members are better qualified than extension workers to tell the story of American agriculture . . . to improve the posture of the American farmer . . . or create a better image of agriculture.

In a report on his personal in-



Louis Wilson (left) of the National Plant Food Institute discusses agriculture's public relations with Dr. Oliver Willham, president of Oklahoma State University.

terview in December with Secretary of Agriculture Orville Freeman, Associate Editor Wayne Swegle of *Successful Farming* magazine said:

" . . . he is going to work hard in selling agriculture to the rest of the people in the nation. He's going to call attention to such facts as this: that we as a nation work less for our daily bread than any other nation on earth."

Mr. Swegle reported Secretary Freeman as saying " . . . that if the cost of food had gone up in proportion to other prices, the cost would have been billions more to consumers in recent years."

Secretary Freeman listed as a prerequisite of any farm program, "a heightened public awareness of agriculture's contribution to our society and a more sympathetic understanding of farm problems." He says we must make people see the value of our ability to produce, to help them realize what a blessing it is.

How can our land-grant colleges help meet this challenge of better public relations for agriculture?

## *Committee Proposed*

As a step toward improving public relations for agriculture, consider a Consumer Services Committee for Agriculture. This would consist of key men and women within land-grant institutions who can furnish facts for the stories that need telling.

Possible members of the Consumer Services Committee would be the dean of agriculture, director of extension, director of the experiment station, dean of home economics, and agricultural editor. It might also include the presidents of farm organizations in the State; a few industry representatives; and presidents of State press, radio, and TV organizations.

Many of our land-grant colleges have made substantial contributions in getting across to businessmen, processors, and consumers the story of agriculture's contributions to the economy. But in many areas more needs to be done.

## *Agriculture—The Business*

We should point out that farmers are one of the biggest customers in the industry. They use 50 million tons of chemicals annually, 6½ million tons of steel each year (nearly as much as the automobile industry), enough rubber each year to put on 6 million cars. And agriculture buys more petroleum each year than any other industry.

One farm worker, working 40 hours, today can grow food for a 24 people, compared with 11 in 1920. This represents a gain of 118 per cent in efficiency in 20 years. Efficient farming means more and better foods at less cost to the consumer.

For every self-serving statement in favor of agriculture nationally, there is a comparable statement in its significance. Assembling these data and presenting them in a form that renders a real service, not only to the farmers you serve, but to consumers everywhere.

## *Facts for Consumers*

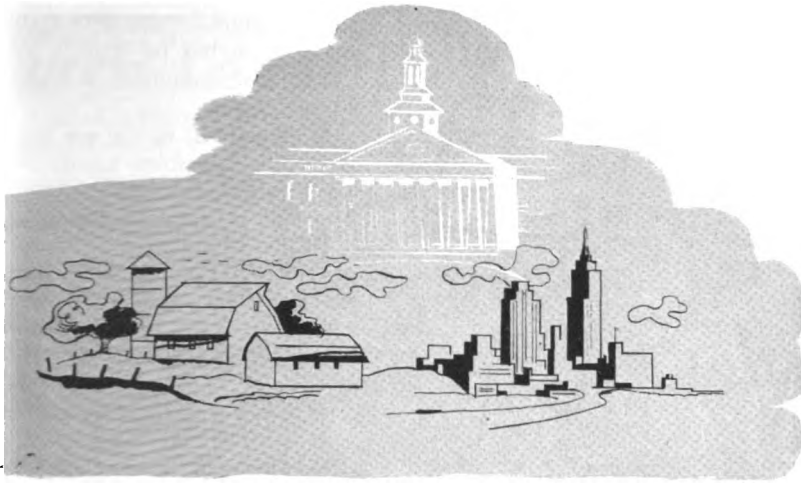
Once you get the facts on conditions that farmers have made to improve the economy of your State, you can put them into motion plans for getting the facts before the public.

Remember that you will not be talking exclusively to an agricultural public, but to the consumer public. You will have to tailor your information accordingly.

Fact sheets can be sent to editors of newspapers, farm magazines, consumer publications, women's page or home economics editors. There should be script for women's programs on radio and television stations.

Ammunition to inform the public can take the form of self-education, motion pictures broadcast to consumers, television programs, radio shows, and speeches to groups and other organizations.

(See *Family Affair*, page 10)



# The University's Role in Improving Public Understanding

DR. OLIVER S. WILLHAM, *President, Oklahoma State University*

THE supremacy of American agriculture for producing quality products efficiently remains unchanged in the world today.

This is a fact that every American could realize and appreciate. Everyone should reflect upon how this supremacy has been obtained and the question: "How can we keep our enviable position in the world of the future?"

The answer is simple—by continued study, hard work, and above all, a live awareness of the importance of agriculture to the overall economy and society of the nation.

## *Agricultural Heritage*

The United States is a great industrial nation, but it first had to become a great agricultural nation. Before agriculture in any nation improved, it takes three-fourths to five-fifths of the labor force to feed and clothe the people. In the United States today, this vital work is being done by about 10 percent of the people. The other 90 percent have been relieved to work on things that lead to higher standards of living.

The United States owes a great debt to agriculture for these contributions and for the character that farm life has put into the nation's people. One of the great national concerns of today is how to develop children in a city environment to have the character of farm-reared children.

## *Past Contributions*

About 100 years ago the people of the United States adopted an idea which agricultural leaders had been thinking about for half a century. This was the land-grant concept of education—an institution of higher learning within the reach of the masses.

The development of modern agriculture in the United States and the development of the land-grant colleges and universities have gone hand-in-hand. In fact, the land-grant system of education can be given much credit for our advanced agriculture.

The passage of the Morrill Act, which established in each State: "at least one college where the leading

object should be . . . to teach such branches of learning as are related to agriculture and the mechanic arts . . . to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life," really started agricultural education in America.

It soon became evident that there was little reliable information on how to farm. This led to passage of the Hatch Act in 1887, which established an Agricultural Experiment Station in each State. These Experiment Stations were given the responsibility of coordinating their research work through the U. S. Department of Agriculture.

In 1914 the last gap in the agriculture services was filled when the Smith-Lever Act was passed. It established the Cooperative Extension Service through which new knowledge in agriculture and other fields could be taken to the people on the job.

It was when the three divisions of the land-grant system (colleges and universities, experiment stations, and cooperative extension work) were completed and started to work as a unit with the U. S. Department of Agriculture that rapid progress really began in agriculture. Since then, mechanization and science have produced undreamed-of results.

## *Drastic Changes*

These great advances have been accompanied by equally great social and economic problems. With mechanization, units had to become larger; capital invested had to be greatly increased; and cash expenses multiplied.

Farming became an exact business in a short while. It demanded the best business management for success. Production per individual on the farm increased by 65 percent, while production per individual in other industries increased by only about 40 percent during a like period.

During this period of rapid change in agriculture, the people as a whole have been busily trying to keep abreast of the changes in their own fields. This has brought about a condition hitherto unknown in America.

(See *University's Role*, page 102)

# Educating Consumers on Agriculture

by SHARON Q. HOOBLER,  
Federal Extension Service

**A** MORE efficient marketing system is the objective of consumer marketing economics programs. Part of this program involves educating consumers on agricultural products.

Programs are now operating in 40 States, with about 115 persons working in 60 cities. Our best estimates indicate that media used reach 60 percent of the nation's population.

Many types of information on agriculture are presented to the public. The methods usually depend on size of urban population and availability of mass media.

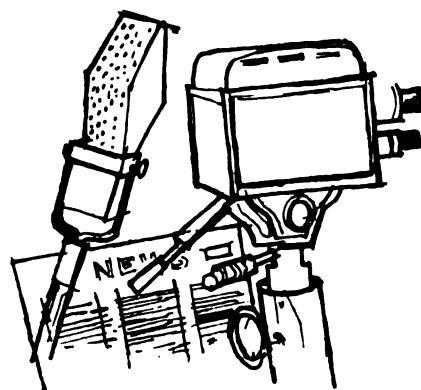
## Methods of Informing

Newspapers are widely used. Articles are written under bylines and background information also is made available to newspaper writers. The same is true of radio. Television generally is used less, but is important in some areas.

Other methods include display racks in stores, libraries, manufacturing plants; homemaker tours to production areas, processing plants, wholesale and retail markets; homemaker conferences; displays at conventions and fairs; TV classes on food buying; 4-H marketing days; and meetings of producers, trade groups, and consumers.

The New York consumer marketing specialist released information on the subject, *Does Food Cost Too Much*. This material was made available to newspapers, radio stations, and county agents.

The information contained com-



parisons of consumer income and food prices. These showed that incomes have increased much more rapidly than have food prices, and also showed the amount of food which can be purchased from an average hour's earnings. Increases in food costs and increases in costs of housing, transportation, medical care, clothing, etc., also were compared.

An Oregon release, *Farm City Partners and Progress*, emphasized the interdependence of farmers and urban people; the increased efficiency of producers and resulting low cost of food relative to factory worker wages; the variety, quality, and increased number of services connected with food. In addition, it discussed the size of the labor force involved in supplying producers, equipment and supplies needed in production, processing, and distribution of agricultural products.

## Farm Share Shown

As a result of USDA research in marketing costs, much educational material has been developed on the farmer's share of the consumer's dollar and the cost of different marketing functions.

Some releases are confined to one product. For example, Iowa developed a release, *Consumers Bread Price*, which showed the proportions of the retail price received by the farmer, retailer, baker-wholesaler, miller, etc. It also discussed the importance of each marketing function

in providing consumers with the desired product. This information made available to county extension offices and principal newspapers in Iowa.

More general in nature is a release from the consumer marketing program in Detroit explaining the price spread and cost involved in marketing cultural products. The title is *Where the Food Dollar Goes*. This received wide use in Detroit and also was made available in surrounding areas.

## Cooperative Promotion

Meetings of trade organizations, State and county fairs, and promotional efforts are all fields for educating consumers on agriculture.

For example, Ohio developed an exhibit, *Partners in Progress*, which showed the growth and increased efficiency of the production and marketing system and its contribution to improved living standards.

Another example relating to cooperative effort with local growers comes from Michigan. In Grand Rapids, local promotion of agricultural products, called *Apple Day*, was conducted cooperatively between producer groups and the local trade consumer marketing program. It included public service time, broadcast information on apple varieties, supplies, and methods of production. Local growers also told their stories over these radio stations.

Some television classes have been conducted for consumers on the purchase of food products. One class was a week-long course in Knoxville, Tenn., covering all aspects of food buying including an understanding of the sources, seasonal changes in supply and price, trends in food consumption, and marketing services.

## Challenge of Success

The public needs a better understanding of the agricultural production and marketing system. This understanding can come through many educational programs.

(See *Educate Consumers*, page 94)



# Church Leaders— Channel for Telling The Agriculture Story

by PHILLIP F. AYLESWORTH, Federal Extension Service



*Editor's Note:* Mr. Aylesworth, program relationships leader in the FES administrator's office, is currently on assignment in the Secretary of Agriculture's office. He is working with Dr. Frank J. Welch, Assistant Secretary for Federal-State relations.

ONE of the most effective means for bringing about better understanding among rural people is through an informed clergy and church lay leaders.

To effectively carry out their leadership role, these church leaders need service training. Rural pastors need help to better understand the context of the community in which they serve, refresher help in educational methods, and opportunities to become acquainted with sources of help in the community.

The land-grant college is anxious to enlist this body of leadership in helping people generally to better understand the present day rural community. In turn, rural church leaders are eager for this information which will enable them to more effectively minister to people.

## Training Programs Grow

Programs of leadership training by land-grant colleges for rural church leaders were a natural outgrowth of these interests.

Such programs for rural or town and country church leaders are gaining on increased significance. Now 25 State land-grant colleges or universities and six Negro land-grant colleges are carrying on inservice

training programs for rural church leaders.

Developing closer working relationships with the leaders of this important community institution—the rural church—has made it possible to reach persons not reached through other channels. This relationship has broadened the range of contact and brought greater understanding of the agricultural situation and the impact of programs administered by the Department of Agriculture and other agencies.

## Working Together

The Department of Agriculture and the State land-grant colleges have been working with rural or town and country departments of church organizations and rural life associations for many years.

There are many examples of this working relationship. As early as 1910, colleges of agriculture were exploring the prospects of offering training conferences to rural clergy.

A USDA bulletin, *The Rural Church and Cooperative Extension Work*, published in 1929, recognized the opportunities for a closer working relationship between State land-grant colleges and the rural church. The bulletin contains many examples of accomplishments resulting from cooperative efforts of extension and the rural churches.

Two years ago, we surveyed inservice leadership training activities for rural clergy as provided by land-grant colleges. The composite purpose of these programs is:

- To help rural clergy better un-

derstand the economic and sociological facts affecting the community and the implications for churches;

- To acquaint rural clergy with the services and programs of the land-grant colleges;
- To give help with educational methods and processes of working with people in leadership techniques;
- To discuss problems of mutual concern relating to churches and community life;
- To share experiences, thus encouraging improved working relationships between all agencies serving rural life.

Leadership conferences or institutes perform a unique function. They emphasize factual information which will help people understand the current developments and trends in the community and their impact on people and institutions. Training is also given in educational methods and processes in working with people.

## Program Content

The conferences include presentations and discussion of the following:

*Changes taking place in the community today*—in population and family life, in the structure of farming, and in community institutions and services.

*Exploration of Resources*—development of greater understanding of the programs of agencies and organizations serving in the community.

*Demonstration of educational*

(See *Church Leaders*, page 104)

# Extension's New Dimension

by WARREN ROVETCH, Director,  
Education Research Associates, Boulder, Colorado

RICHARD Hofstadter, a noted historian, observed, "The United States was born in the country and moved to the city."

Extension was born in the country and made some changes too. But the question is: Has it changed as much as the nation and people around it?

The agricultural productivity explosion, the drastic decline in numbers of farms, chronic surpluses, and problems of the rural revolution emerged most dramatically and persistently after World War II. But by 1945 Extension's primary patterns and aims were established and more closely attuned to production goals of the farm unit than public problems faced by farm and city people in an urban-industrial society.

## The "Third Market"

A gap remains in urban and rural thinking. Traditionally domestic and foreign markets constituted the only two markets for farm products. Government surplus purchases since the 1930's have made a "third market" part of the agricultural industry.

Three decades of government purchasing, a period that spans the total working life of the majority of farmers, has led much of agriculture to view the government "third market" as a *just* market. The urban taxpayer, who pays (as he sees it) the farm program cost, views the "third market" as *unjust*.

Other images reinforce this gap or "glass curtain" and keep farm and city people from beginning at the same point, seeing the same things, or talking the same language.

Agriculture sees rich soil and good management combining to create abundant, inexpensive food to feed a

growing nation and its efficiency freeing the cream of farm youth and masses of labor for city work.

The cities, faced with population and slum pressures, see the social and economic costs of assimilating poorly educated, unskilled marginal farmers and their families.

## New Dimension of Opportunity

Some forces are operating to close the rural-urban gap. Urban America is beginning to appreciate that U. S. agricultural efficiency is a major cold war tool. Rural America is coming to see many of its interests and problems as part of a "marble cake" of concerns—in contrast to the traditional "layer cake" compartments of city and farm or local versus State and federal interests.

Individuals find a growing proportion of problems influenced by public decisions. Mounting global crises draw their attention to national goals. Thus, the nature of major problems combines with the educational capability of Extension to open a new dimension of responsibility and opportunity.

In early 1961, extension services of Arkansas, Iowa, Pennsylvania, and New York launched broad public education efforts within this new dimension.

Arkansas's topics were: Arkansas Today, A Changing Arkansas, A Developing Arkansas, and Arkansas Future. Citizens were told through press, radio, TV, and organized county contact, "You can get the facts, discuss the issues, reach informed judgments."

Iowa's statewide effort had over 45,000 adults discussing: What Do Freedom and Democracy Demand? What Does Growth Require? What

Prospects for Agriculture and Main Street? What Prospects for Families and Communities?

Key leaders in New York discussed: What's Ahead for Our Schools?, Roads for the Future, Outlook for Local Government, and Paying for the Future.

Pennsylvania asked citizens: What Do We Have to Grow? What Must We Know to Grow? What Do We Have to Grow? How Do We Grow?

## Common Strategy

While different subject matter materials were developed in each State they shared certain educational and operating principles.

**Content:** Subject matter dealt with common goals bridged the gap in understanding between farm and nonfarm groups.

**Educational Method:** Fact sheets provided background, facts, trend analysis, and discussion questions but no answers. Discussion groups about 10 persons met at times in places of their own choosing, usually someone's living room.

**County Responsibility:** The county extension services organized and administered the county effort, located individuals who in turn organized and ran the discussion groups. Twenty such individuals equaled 20 groups and 200 participants.

**State Responsibility:** The State extension service provided fact sheet promotion brochures, overall county organizing guides, and mass media support to backstop county efforts.

The four States see the state administered discussion program part of a larger educational strategy that is an additional dimension which will take time to develop but is not a substitute for traditional work.

Continuing effective work in this new dimension depends on a subject matter competence as broad as the whole land-grant institution and its administrative methods in the organization of extension and land grant resources at State and county levels.

One difficulty is that a State must figure out how to do all these things while in the midst of a flow of traditional work. Some States have

# Telling the Facts to Our Nonfarm Public

by HOWARD H. CAMPBELL, *President, National Agricultural County Agents Association, and Nassau County Agricultural Agent, New York*

NEVER before have so few farmers fed so many people so well at such a reasonable price.

In spite of this there is dissatisfaction and misunderstanding both on the part of the farmers and the general public. Farmers are dissatisfied by low prices and the nonfarm consumer blames the high cost of food on the people who produce it.

Nobody is happy with things as they are, but there is small chance of improving the situation until the nonfarm public learns more about agriculture and its problems. If we are to resolve these difficulties, everyone who knows the true story of agriculture must go "all out" to educate those who need and have a right to know the facts.

For some time county agents have been promoting better understanding of farm problems with the public as they are able to reach.

For several years, the agricultural agents in Michigan have been holding meetings with their legislators

and congressmen, giving them a picture of agricultural work in Michigan. Now, plans are being developed, whereby more people in the extension field will carry the true story of agriculture to people throughout the State. Director of Extension N. P. Ralston has appointed a new committee on public relations which will stress keeping the public well-informed about agriculture.

## *Face-to-Face Meetings*

Recently, three county agricultural agents and one former agent, all past presidents of the Michigan County Agricultural Association, met with members of the Senate and House Appropriations Committees. The meeting was intended to give congressmen an account of the agricultural situation and the continuing need for agricultural research and education to keep America strong.

Pennsylvania county agents are experienced in telling the American farmer's story to the nonfarming

public. They pioneered in building better farm-city understanding, and have successfully assisted many communities with rural-urban meetings, farm tours, business and factory open house, demonstrations, and exhibits.

Pennsylvania Growth is a self-administered discussion group program. This is part of a pilot project in which the Pennsylvania extension staff is cooperating with the State Extension Services of Arkansas, Iowa, Missouri, and Ohio and the Iowa Center for Agricultural and Economic Adjustment.

It reached more than 18,000 persons enrolled in about 1,400 study groups. These groups were assisted through carefully prepared materials and guides in studying State and county agricultural, social, and economic problems.

Many different kinds of rural-urban programs are arranged by county agents, in which both farmers and businessmen participate. They are identified by various titles—Town-Country Day Programs, Farm-City Tours, Farm-Industry Days, and Farm-City Week programs. These functions are arranged with service clubs, chambers of commerce, and other county organizations.

County agents have organized speakers bureaus, in which both agents and lay farmers are available to discuss the farm problem before nonfarm meetings. One agent identifies his talk as Program of Progress, when he describes the agricultural situation to city folks.

## *Mass Media Approach*

The extension agents in Dade County, Fla., have been faced with rapid urbanization. County agents were anxious to use a report as a way of telling county residents about agriculture.

With the help of the editorial department, they designed a report as a series of "feature" stories about the problems and successes of the people with whom they work. This report carried many pictures and a good bit of art work. It was planned so that mass media sources could use the material almost as it appeared. The Progressive Farmer magazine

(See *Agents Reach*, page 104)



Escambia County Agent E. N. Stephens tells agriculture's story to thousands of Floridians (farm and nonfarm) at the Pensacola Interstate Fair.

# Netting a Better Public Image

by WILLIAM MADIGAN, News Editor, Indiana

Good Neighbor awards are making Indiana's Farm-City program click.

Public recognition for organizations which brought about better understanding between Hoosier city dwellers and their rural neighbors spurred statewide participation in the 1960 Farm-City program.

Thirty-four organizations competed for top honors in the Good Neighbor Award program. The Indiana Farm-City committee gave plaques to 16 winning organizations for their "outstanding achievement in bringing about better understanding between Indiana farm and city people."

## Award Winners

Winners ranged from radio and television stations and a large daily newspaper to local community efforts sponsored by chambers of commerce, county Farm Bureaus, and Rural Youth clubs.

Prize-winning activities included:

- Some 1,800 persons attended a

Farm-City banquet sponsored by the chamber of commerce in one city.

- A northern Indiana radio and television station sponsored a farm tour for 80 city children and their mothers.

- A U. S. Senator (a farm owner himself), a former secretary of agriculture, the president of a State farm organization, and the dean of agriculture at Purdue appeared on a central Indiana radio station to tell city listeners about agriculture's contribution to Indiana's total economy.

## Developing an Idea

The idea of the award program and public recognition was born when the State Farm-City committee realized that the program needed statewide interest to exert wide-spread influence.

In line with this thinking, the climax—presentation of awards—was a public affair. Leaders of agriculture and industry gathered at local meetings to honor the winners. This brought additional recognition in the

way of radio, television, and newspaper coverage.

The Good Neighbor awards program did what was intended. It stirred up efforts of previously uninterested groups.

Moreover, public recognition focused new attention on the primary objective of Farm-City activity—bring about a better understanding between farm and city people.

## County Agents' Efforts

Just what part did extension workers play in this effort to tell the story of Hoosier agriculture to the nonfarm public? The record speaks for itself.

In a summary of 1960 Farm-City Week in Indiana, the committee wrote:

"Through the combined efforts of civic, labor, farm, church, industry and youth groups, the Good Neighbor awards program has accomplished its goal. A special vote of gratitude goes to the county agricultural agents for coordinating many of the community programs."

Extension workers in many Indiana counties have carried on farm-city activities for a good many years. The county extension office served as the coordinating center for such programs. This seems desirable since the job of promoting a clear understanding between farm and urban residents is a 52-week-a-year project.

## Local Participation

As long as 15 years ago, Indiana county agents tried to improve rural-urban relationships. Early efforts, which have expanded and continued, included participatory local banks, service clubs, and business establishments.

On the farm-city front last year an agricultural committee was established at a countywide level. A county agent helped plan a tour of which businessmen were guests of farmers. He presented half a dozen educational programs at service clubs, spelling out specifically agriculture's role in that county.

Since 1952 one of Indiana's most productive agricultural counties

(See *Public Image*, page 108)



L. E. Hoffman, (second from left) director of extension and 1960 chairman of the Indiana Farm-City Committee, presents a Good Neighbor plaque to the Jefferson County Committee.

At left is County Agent Paul Hanibut.



soybeans exhibit in this county booth at the Minnesota State Fair showed a sample of contributions agriculture makes to today's living. The fair, held in the State's most highly populated area, draws a majority of urban visitors.

## Exhibits Help Carry the Message

GERALD R. McKAY, Extension Specialist in Visual Education,  
Minnesota

EXTENSION exhibits are helping tell urban dwellers one of America's latest success stories—agricultural production.

Exhibits are reaching people in cities and towns who don't read county agents' columns, or listen to radio and television programs, or attend extension meetings. And exhibits are reinforcing the message to those who hear only occasionally about America's production of food fiber.

### Big Audience Appeal

Minnesota, both State and county extension workers have reached to their urban friends with exhibits. Typical occasions include Farm City Week, State Fair, University of Minnesota Week, Farm and Home Week, Editors' and Legislators' Day, 4-H Club and Home Demonstration Weeks, county fairs, and movement days. Many short meetings and field days have also provided a setting for exhibits.

In most of these situations, the

audience has been both rural and urban folks although city dwellers were in highest proportion.

For example, at the 1960 State Fair approximately 64 percent of the visitors in the State 4-H club building were from urban centers. This building had over 250,000 visitors during the 10-day fair.

The main exhibit, 4-H for Town and Country, was planned jointly by the State 4-H staff and display specialists from Minneapolis department stores. It featured phases of the 4-H club program that would interest both farm and nonfarm groups.

In the State Fair horticulture building, extension specialists showed new products made from farm produce—potatoes, fruit, and honey. Twenty-three county booths also told a story of agricultural production and its relation to our urban economy.

Editors' and Legislators' Day is an annual event at the university. Each department uses exhibits to show its contribution to the people of the State. The event, held on the day of

the opening football game, attracts a large number.

At this occasion last fall, agricultural economists told how agricultural production affects the general welfare. The State 4-H staff told how club work was adapted to city families, and the Information Service explained how agricultural bulletins were available to city residents.

Farm and Home Week, another annual affair on the agricultural campus, attracts upwards of 3,000 people. Exhibits again play a role in telling the story of agriculture's productions.

### Stopping Shoppers

University of Minnesota Week last February opened another door for information through exhibits. Most of the departments of the Institute of Agriculture, including extension, placed exhibits in the windows of business establishments in Minneapolis and St. Paul.

Several explained advantages everyone enjoys because of a highly productive agriculture. For example, the total food situation was discussed in the economics department's window.

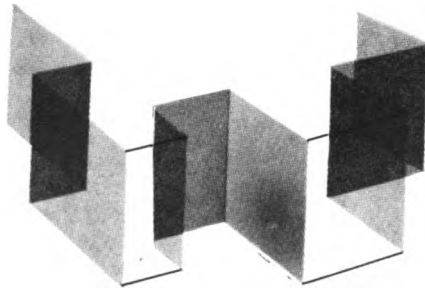
4-H and Home Demonstration Weeks have both been utilized to tell agriculture's story to rural and urban residents. Window displays in many counties featured activities of youth and women in the agricultural economy.

Every county has its fair or achievement day for 4-H club members. These days have called for many booths which were planned either by the clubs or farm organizations. Some of the booths depicted phases of agriculture and its contributions to the county's welfare. In a number of county fairs, local chambers of commerce cooperate with extension agents to get the county's agricultural statistics before the public.

At a recent State plowing contest, a 40 by 40 foot tent was used by the home agents in four counties for exhibits that told the story of farm women in the economy. Exhibits were planned by home councils and agents with some help from the State information office. Similar exhibits have been set up at other field days.

Another way of telling the farm

(See Exhibits Help, page 101)



# Explaining Agriculture's New Dimensions

by CHARLES C. RUSSELL, *Extension Teaching and Information Specialist, New York*

**A**GRICULTURE in the Empire State is an important, strong, and vigorous enterprise. Its farmers produce a wide diversity of products on highly specialized farms. Its economic health and that of its allied industries is directly related to the prosperity and progress of New York State.

"Agriculture's new dimensions go beyond farms . . . They basically involve farmers, but also include their suppliers, and . . . firms that assemble, process, and distribute products."

This is how New York State introduced the agriculture story to leading groups in business, government, and education.

## *Reviewing the Situation*

Staff members from the New York State College of Agriculture at Cornell University combined efforts to produce a carefully prepared publication on the agricultural situation in the State. We felt that it was bound to help give New York residents a new concept of agriculture and a new understanding of its future role in the progress of our State. Moreover, we knew that, properly done, it would gain support for the college from many sources.

Consolidating personnel to appraise where we had been and where we were going in New York agriculture was our most challenging project during 1960.

After a good look at the State's agricultural situation, we asked subject matter specialists to help us pre-

pare an informational brochure. This brochure would project trends and estimate what was ahead for New York agriculture in the 1960's. For the first time, this information would be presented in one publication.

Agriculture's influence, growing beyond the boundaries of New York's more than 80,000 farms, gave us the theme for our brochure: Agriculture's New Dimensions.

## *Selected Audience*

From the beginning, distribution was planned for a highly restricted audience. Cost of putting out a quality informational piece was a major factor in this decision. Our distribution list consisted primarily of leaders in farm organizations, businesses allied with agriculture, government circles, labor, and education.

County agricultural agents received copies for themselves and a limited number for key people in their counties, including local supervisors in county government.

The college tried to get a copy to top-management level in all phases of industries related to modern agriculture. Since dairying accounts for more than half of our agricultural income, all segments of this part of our agricultural industry received copies.

Our most rapidly growing section of horticulture—ornamental nursery and turf crops—was pleased to receive an authoritative look at its developing prominence as revealed in our brochure.

Since the dissemination of information was our primary purpose, we

tried to form a happy marriage between easy-to-understand charts, and readable text.

Continuity followed the challenge of change in the agriculture of New York State. Production, distribution and basic research were treated as the development of each subject matter area.

We did not try to sell the college and Cornell or their program. Rather, we tried to treat problems and progress as they fit New York agriculture.

Primarily, we tried to create a better understanding of the growing importance of agriculture and contribution to New York State. We tried to design a prestige piece in the public relations sense because we felt it would be a better vehicle for getting this concept before influential people.

## **EDUCATE CONSUMERS**

*(From page 94)*

Much more emphasis in the consumer marketing program is needed for increasing public understanding of the agricultural production and marketing system.

The challenge is to present information in a manner which attracts consumer interest. Mere talk about increased production efficiency will not interest most consumers. They want to know the effect of increased efficiency on themselves and on the total economy.

## *Outside Support*

The examples described here should give an indication of the potential and possible methods. We recognize that the need exists.

Educational information for consumers on agricultural products received excellent support from media. Michigan consumer marketing workers estimate that newspaper space and radio airtime (provided free) would cost approximately half a million dollars weekly at commercial rates.

Such efforts also have received excellent support from producer groups and marketing firms, as well as consumers. All see how they benefit from this improved understanding.

# EXISTENCE—the Continuance of Being

by GEORGE HAFER and RAY COPPOCK, *Information Specialists, California*

Our very existence depends on agriculture. Extension and the television industry are helping make this plain to metropolitan California via a series of TV programs called Existence.

TV station KRCA in Los Angeles started the project when they decided to try a new agricultural program in the public interest. Their objective was not a program to present information solely to farmers, but also to tell the metropolitan audience that its way of life is based on continued dynamic progress in agriculture.

## University Involved

Seeking a steady flow of agricultural telecasts with urban appeal, the producer contacted the University of California.

Dr. Daniel G. Aldrich, Jr., dean of the Division of Agricultural Sciences, felt that if handled properly, this would be a powerful method of telling agriculture's story to the nonfarm audience. Half the State's population is within range of KRCA.

The University offered full cooperation of the Division of Agricultural Sciences with George Hafer, extension information specialist, assigned as liaison.

## EXHIBITS HELP

(From page 99)

Story to city residents is through school visits to the university's agricultural campus. Many teachers bring their classes to the campus on special occasions, and exhibits are an effective part of educating these groups.

Our effectiveness in using exhibits to tell agriculture's story to urban people can be increased in a number of ways.

- We must decide what story we're trying to tell and how

The programs cover the full scope of agriculture. The 4-H club program has been featured twice. Pesticide residues, biological control of weeds and insects, rodent control, agriculture's contributions to the economy, and specific agricultural commodities have been included.

University guests on the program have included county farm and home advisors, extension specialists, department chairmen, deans, and chancellors. Industry guests have been leading executives of several companies including the board chairman of a large banking organization.

The programs depend heavily on participants' ability to translate their knowledge into laymen's language. Only an outline script is used. Spontaneity is the objective.

The programs are video-taped in advance of the broadcast date. Personnel involved with the program to be taped meet for the first time in the studio. The afternoon and evening are devoted to organizing and developing the program. Visuals include movies, slides, charts, and actual objects. Makeup follows a 30-minute camera rehearsal just before the actual taping.

The first 30-minute, color telecast of the series went on August 13, 1960. For 3 months, the series was broad-

cast late on Saturday mornings. Then it was moved to a better time during early Sunday afternoons—with three other local KRCA public service programs.

## Impact Indicators

In January 1961, Existence topped them all in audience rating and tied for third place among all programs in its time slot on seven metropolitan Los Angeles stations.

Audience response has been good. The program received a letter of commendation from the Director of the Foundation for the Betterment of Radio and Television.

Personal reports to the moderator indicate that high school science teachers are recommending the program to their classes. Letters indicate the objective is being realized—statements such as, "I have always wondered what is being done to assure our food supply in light of our rapid growth."

To increase the usefulness of the series, 16 mm. copies of the tapes are being made. These may be offered to other commercial television stations.

The list of suitable subjects is almost limitless. So KRCA has placed no termination date on Existence.

much of it can come from the federal office, how much from the State office, how much from local sources.

- We must give some thought to locating urban audiences and determining how much information they already have.
- We must coordinate the timing of exhibits with other media, such as newspapers and radio, and plan some continuity in the messages carried by them.
- We can utilize more opportunities like festivals, field days, and other gatherings.

- We can evaluate the exhibits and, from this study, improve them.
- We can plan further in advance, bringing together county extension staffs, State information workers, and agricultural economics specialists.
- We may need to provide some help to the county people who will be doing much of the grass roots work. This can be in the form of materials, statistics, or suggestions on getting information about the county's agricultural story.

## UNIVERSITY'S ROLE

(From page 93)

The majority of the people are not acquainted with agriculture and the problems it faces in this modern society.

There is a great danger that ignorance of our agriculture can lead to deterioration of the basic industry. The problem will become worse if a concentrated effort is not made to keep the public aware of the basic nature of agriculture.

It is the responsibility of the land-grant colleges to improve the public's understanding of agriculture and of agriculture's contribution to society. This responsibility can be carried out by working closely with farm and commodity organizations and all interested groups.

### *For Public Knowledge*

What does the public need to know besides the basic nature of agriculture?

They should know what a large customer the farmer is in the overall economy of the nation. They should realize that farming must be economically healthy to prevent a great recession in many segments of the economy. Few people today realize that farmers purchase annually \$25 to \$26 billion worth of goods and services.

Farmers have an investment totaling \$203 billion which is three-fourths of the value of current assets of all corporations in the United States. The public should understand that 38 percent of our labor force depends upon agriculture for the basic production job or the job in processing, transportation, and selling.

The public should give thought to problems in agriculture, too. For example, how can the nation keep a safety carryover of food products from one year to another and prevent this carryover from becoming a burden?

Agriculture has needed help in making adjustments. It is vital that the public understand the need for this help and why it must be continued long enough to insure proper adjustment, but not too long to seriously handicap agriculture.

The land-grant colleges and universities are in an excellent position to point out to the masses that every person is profiting greatly from the new agriculture. For example, an hour's factory labor today will buy nearly twice as much beefsteak as it would 30 years ago. This same hour of factory labor will buy over twice as much bacon, milk, or oranges as it would 30 years ago.

The farmers of the United States were instrumental in establishing the great land-grant system of higher education along with the U. S. Department of Agriculture. These three groups have worked together during the last half century to bring about a greater advancement than ever before.

Now it is time to work hand-in-hand in another great educational program. We must help the people of this nation, the consumers, understand agriculture and its contributions to society.

## PROPER PERSPECTIVE

(From page 91)

be paying some \$30 million more each day for food.

We emphasized the need for giving more prominence to this daily saving of some \$30 million, rather than the \$1 million daily cost of storing surplus farm products. It should be recognized that the consumer would not realize this saving if it were not for increased efficiency in production, which also accounted for the surplus.

To answer the criticism that the farmer is responsible for higher food costs, we pointed out that while food prices did increase an average of some 32 percent from 1946 to 1957, the farmer got only 0.4 of 1 percent of this increase. With the farmer having to pay higher prices for virtually everything he bought during this period, his net income has declined almost continuously since the late 1940's.

### *Abundance—A Blessing*

In attempting to put agriculture in proper perspective, we emphasized that our agriculture abundance should be looked on as one of our nation's greatest assets. More than

half the world's population is existing on inadequate diets and literally thousands are dying each day from malnutrition.

Throughout much of the work populations are increasing at the fastest rate in history. Despite the significant advantages in agriculture in recent years, the per capita production of food in many densely populated regions of the world is as much as 10 percent below what it was 50 years ago.

It seems that with all the resourcefulness and brainpower our great nation has, we should be smart enough to devise some means of taking advantage of our tremendous capacity to produce food when this is the No. 1 need in much of the rest of the world.

Let us thank Almighty God for our agricultural abundance and find ways of using this great blessing for the benefit of mankind.

### *Success Story*

Agriculture has one of the greatest success stories imaginable. Concerted educational efforts to present the "true" story about agriculture have been fruitful.

We must continue to tell this story so agriculture will have the support and confidence of the nonfarm public. This is essential if we are to solve some of agriculture's most pressing problems.

## FAMILY AFFAIR

(From page 92)

After all, this is a family affair and who can speak more authoritatively for farmers than the folks of our land-grant college system?

There are no panaceas for improving the image of the American farmer or the farmer in your State. But we have a good story to tell and the story needs telling.

As Commissioner Ballentine said, "Farming is suffering from pernicious (or malicious) anemia in public relations." You are the family physician with the right prescriptions to put the farmer on the road to recovery at a time when the need for a better understanding of agriculture and its problems was never so great.



# Explaining the Farm Story to Businessmen

by JOHN G. McHANEY, Extension Economist, Texas

YEARS ago the Texas Agricultural Extension Service realized that the public needed to better understand agriculture and its contribution to the total economy. Our answer was to show how agriculture, business, and the economy fit together.

Through educational programs, we emphasize that the agricultural industry of Texas not only involves farmers and ranchers, but also businesses which supply their production items or process and distribute their product to the consumer.

## Council Created

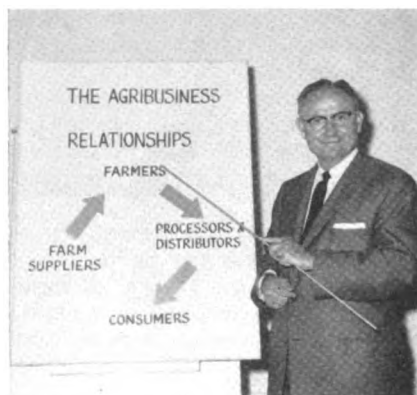
One of the early developments in this field of work was the Texas Commercial Agriculturalist's Council, organized in 1949 by Dr. Tyrus R. Timm, extension economist, and several commercial agriculturalists. This council continues to grow in membership and responsibilities. One function has been to create a better understanding of the interdependence of business and agriculture and contribute to a better public image of agriculture.

Several years after its organization, the council, in cooperation with extension and the university, held its first public agribusiness conference. Each council member invited top executives in their business organization to attend.

The agribusiness subject matter is presented by a team of extension specialists and other university members. The team consisted of four to six staff members. Each is given 10 to 20 minutes to discuss his phase of agribusiness.

Visual aids helped dramatize the subject and make it more interesting.

A handbook, *Agribusiness in Texas*, was distributed to everyone attending these meetings.



Dr. Tyrus R. Timm, extension economist, tells his audience of businessmen that we must look at the total agricultural industry and that the industry must move forward together.

Subjects discussed included: Agribusiness is Important to You; The Agricultural Industry Yesterday, Today, and Tomorrow; Texas Farm and Ranch Production; Production Resources Supplied to Texas Farmers and Ranchers; Value Added to Texas Farm and Ranch Products by Processors & Distributors; Texas Farm and Ranch Population and Business and Industry.

Teams have been asked to present similar programs to farm and ranch clubs, chambers of commerce, and other civic organizations in the industrial centers of Texas.

## Businessmen's Research

As a result of these programs, more businessmen in Texas have a better understanding of the interdependence of business and agriculture. Cities such as Houston and Amarillo have conducted their own agribusiness surveys.

The entire October 1960 issue of *Amarillo*, a magazine sponsored by the Amarillo Chamber of Commerce, was devoted to their research study

in agribusiness. The study was intended to show the public the importance of agriculture to the economy of the Amarillo area.

The basic data for this study were obtained from and with the help of various government agencies, extension and the Amarillo Chamber of Commerce. It was supplemented by interviews with many Amarillo businessmen.

The following subjects were covered in the magazine: *Agribusiness, A New Concept*; *Agribusiness—Its Impact on Retailing and Wholesaling Activities*; *Agribusiness—Its Importance to Manufacturing*; *Agribusiness—Grain Industry Highly Important*; *Agribusiness—Livestock Still Means Much to City*; *Dairy Industry Big*.

## Other Local Studies

As a result of the agribusiness team's program in Houston, the chamber of commerce in that city conducted a 2-year study of the importance of agriculture to the area's economy. The study report was published in the house organ of the chamber. Extension specialists and Texas A & M staff members helped with the study and preparation of the report.

One of the first research studies on the importance of agribusiness to a local area was made by the Texas Agricultural Experiment Station and the Dallas Chamber of Commerce. This was the direct result of several agribusiness team presentations in this area. The resulting publication, *What Agribusiness Means to Dallas*, received national publicity.

## Other Approaches

Individual extension specialists have been asked to discuss The Interdependence of Business and Agriculture at educational meetings with the business and agricultural leaders of both large and small towns.

To supplement its educational program in agribusiness, extension published a leaflet, *An Inside Look at Texas Agricultural Industry*. Agricultural economics staff members have also used television and radio

(See *Tell Businessmen*, page 109)

## AGENTS REACH

(From page 97)

published a story from it almost as soon as it was released.

Many agents are using television effectively to tell the agricultural story to nonfarm audiences. Some have had regular programs for a number of years. In areas of dense population, where two or more States join together, agricultural college editors can help agents with TV programs to report on agricultural problems on a broader basis.

### Talking It Over

In Colorado, 21 counties are carrying on a discussion program, Agri-Challenge. Four of these counties are holding Agri-Challenge meetings for the second year. All of the groups are fairly evenly divided between farmers and businessmen.

The first year was a discussion with farmers and businessmen about agricultural and urban problems and

their inter-relationship. The second year is a discussion of proposed solutions to agricultural problems.

Carl E. Rose, 1960 president of NACAA, reports that his farmers annually hold a Farmer-Businessmen's Banquet (businessmen as guests of the farmers). U. S. Senators, governors, and farm organization leaders appear on the program to discuss the farm situation to bring about better understanding between farmers and businessmen. Usually, between 400 and 500 attend.

In Garrett County, Md., nothing is left to chance by County Agent James A. McHenry in his successful program to improve agriculture and to inform nonfarmers of the true farm situation.

Garrett County has presented programs about consumer prices, farming trends, and the "why's" of farm surpluses to service and civic clubs. Practically all major service clubs now hold a Rural-Urban night once a year.

McHenry tells the farmer's story

to these groups and to farm organizations with speeches backed up with publications. The bulletins contain facts and graphs to show why Americans pay less of their income for food and still are the best fed people in the world. USDA publications and magazine article reprints are handed out for later, more careful reading.

After a successful pilot start last year, McHenry has set up a "speaker's bureau." He schedules specialists from the University of Maryland, College of Agriculture to present a comprehensive picture of a particular phase of the agricultural story.

Both businessmen and farmers praise McHenry's efforts. A typical remark from a businessman is, "I didn't realize the situation in agriculture!" Farmers say, "I'm glad somebody is telling the true story. I wish we had more people doing it."

Yes, county agents are telling the farm story to the nonfarm public in the areas where they live whenever and wherever possible.

## CHURCH LEADERS

(From page 95)

methods—panels, resource groups, discussions, exhibits, and tours are included in the program. Communication methods and courses in group processes are utilized.

These conferences, held by land-grant colleges for church leaders, have done much to build better understanding among rural people. They have also helped rural churches better relate their activities to the changing community.

An excerpt from a 1946 Conference of Rural Church Leaders and Representatives of Agencies of the USDA clearly sets forth the objectives—the same today as then.

"The clergy can assist in developing receptive attitudes toward facts, ideas and toward changes in the economic and cultural life . . . Rural church leaders want to make greater use of the services of the Federal and State agricultural services and obtain improved mutual understanding with all forces in rural

life . . . The solution lies in a unified approach of rural leaders to solve the broader problems of farm people."

### Encouraging Understanding

A national conference on Planning Inservice Training for Rural Clergy by Land-Grant Colleges was held at the University of Wisconsin last summer. The 50 participants were about equally divided between national church executives and land-grant college representatives—extension directors and program directors.

Purposes of the conference were:

- To provide an opportunity for denominational executives to understand better the unique contribution of the inservice leadership training conference by State land-grant colleges.
- To bring about fuller understanding that working with representatives of the rural church is a mutually profitable function of the land-grant college.

- To clarify the respective roles of the university and the church.
- To share ideas on the goal to be achieved, the program content, techniques of presentation, promotion, and recruitment.

This conference did much to build about greater understanding of the unique function to be performed by this program of inservice training for rural clergy. A national committee, representing four major church bodies, State Extension Services, Department of Agriculture, and Farm Foundation, gave leadership to the activity.

The future should see an even more effective mechanism to bring the true facts in the agricultural situation to people in the rural community.

Organizations and agencies serving the rural community work through different administrative structures and reach people through different channels. But the overall goal is the same—a concern to improve the welfare of people in the rural community.

# Teamwork Turns the Trick

by FOWLER A. YOUNG, Clay  
County Extension Agent, Missouri

NONFARM people, as well as farmers, serve on Extension's team in Clay County, Mo. So, telling the story of agriculture to the nonfarm public is a year-round process.

Various civic clubs conduct annual Farmer's Day programs, twilight farm tours, and visit exchanges. Inner gatherings are staged to attract nonfarm people and banquets are given for farm families. But we believe that the everyday working together of the various committee members is most helpful.

Our extension council is composed of both farm and nonfarm people. In practically every committee, nonfarm men or women work side by side with farm people, for the success of that particular activity. At the same time, those who make their living from farming and those who cannot exchange understanding.

## Working Cooperatively

More than one-third of the 600 members of the Economics Extension Club are nonfarm people. A majority of members in 11 of the 36 clubs are farm women, while in 13 the majority are nonfarm.

More than 600 boys and girls are enrolled in 4-H club work. Nearly half of them are from nonfarm families, and nearly half of the adult leaders are nonfarmers.

Both farm and nonfarm people



Volunteer leaders, both farm and nonfarm, conduct the Clay County annual Livestock Tour and Barbecue that attracts an average attendance of 2,000.

take part in most of extension's educational events. The program for the 35th Annual Soils and Crops Conference was planned by a committee of both groups. The conference was designed to be of interest to both producers and consumers. For instance, part of the program illustrated how good cropping practices tended to lower food costs.

Farmers and nonfarmers alike contribute to defray the cost of the annual Livestock Tour and Barbecue. Together they tour livestock farms, hold a barbecue beef dinner, and visit. Average attendance is 2,000.

## Family Visits

The family visit exchange, conducted a few years ago, involved more than 30 farm and 30 nonfarm families. As the name implies, it involved an exchange of visits. The extension staff and the North Kansas City Chamber of Commerce served as organizers and clearing house.

On a given afternoon, a farm family visited a city family at their home and work. A week later, host and guest families switched roles.

The merchants of Liberty, Mo., the newspaper, and extension teamed up during 1957 to tell an agricultural story. Each month they selected and recognized a Farm Family of the Month. A two-page feature story of

accomplishments emphasized the importance of farming in our economy. The extension council selected families, agents prepared stories, and merchants purchased supporting advertising space.

An annual event in Clay County is the election of township representatives to the County Extension Council. Announcements of the meeting, however, emphasize the event as Extension's Family Food and Fun Night (potluck supper and recreation). News items and circular letters suggest, "If you live in the country, bring a guest from town; if you live in town, bring a guest from the country."

## Management Explained

Balanced Farming is an important phase of Clay County's extension program. Nonfarm people are interested in helping to promote this program. They have learned that efficiency in food production and marketing means lower cost to consumers.

Balanced Farming tours and annual meetings of cooperators are well attended by nonfarm people because the program is designed to interest them. While on tour, nonfarmers see crops and livestock that are to be turned into food for human consumption. As new practices are explained, they become aware that modern day farming is a highly skilled and complex occupation and that agricultural intelligence resulting in efficiency is a must if they are to continue to be well fed.

Telling the story of agriculture is natural in an extension office like ours. Office calls are numerous, many from nonfarmers. Staff members are never too busy to explain extension's function and how a well-informed rural population benefits the entire economy. This office remains open on Saturday to serve suburban and urban people.

Radio, television, and newspapers are good places for Extension to tell the story of agriculture, too. Clay County papers carried the following in a recent extension column.

"Mr. W. B. Yancey recently brought me a copy of the Breeder's

(See *Turns the Trick*, page 108)

# City Meets Country In Exchange Tours

by M. W. WALLACE, Montgomery County Agricultural Agent, Ohio

**C**AUGHT in the midst of America's rapid urban growth, Montgomery County, Ohio, organized a Farm-City Committee in 1955 to help promote rural-urban understanding.

Montgomery County is in an area noted both for fertile soils and industrial production. Of the county's 527,080 people, only 11,257 live on farms. Long ago these farmers realized that they needed to tell the success story of agriculture to their nonfarm neighbors.

In forming the Farm-City Committee, each township within the county elected one farmer to serve a 1-year term. Objectives, set out in the committee's first year, were:

- To develop mutual understanding of rural and urban problems through a program of exchange visits between farms and industries;
- To develop an understanding of common problems as a means of building strength, character, and prosperity for the citizens of the community, State, and Nation;
- To demonstrate the interdependence of agriculture and industry;
- To show the scientific progress and efficiency of agricultural production and its contribution to the total economy.

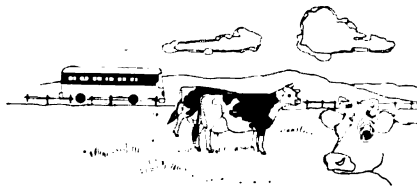
## Exchanges Arranged

The committee, meeting with community leaders and members of the Dayton Area Chamber of Commerce, made definite plans for exchange tours.

As a first step, farmers and their wives were invited to visit any one of six Dayton industries. One morning in February 1956, the guests—238 of them—met in the auditorium of a Dayton manufacturer. They were welcomed by a spokesman for indus-

try and given details of the day's program.

Chartered buses took visitors to the host company where they toured the plant, were dinner guests of the management, and heard company officers discuss different phases of business. Time was provided for questions from the farmers.



In July, businessmen were invited to a farm tour. Seventy-four tourists met at a rural school for a short session, then were transported by tractors and wagons to one of two farms. At an appointed time, the groups changed farms.

In the evening, the entire group re-assembled at the school cafeteria for a chicken dinner, prepared by wives of committee members and served by local 4-H'ers.

In the school auditorium the owners of the two farms visited explained their business operations, investments, and returns. State extension economists talked about general agricultural production in Ohio, and State Extension Director W. B. Wood spoke on the importance of agriculture in our general economy. The extension agent discussed the importance of agricultural production in Montgomery County.

The program later was established as an alternate year exchange. One year industry was host to the farmers; the next year farmers were hosts to their industrial friends.

Last year the Farm-City Committee tried a new angle. Downtown

Kiwanis Club members and wives, invited to a farm tour, assembled the county fairgrounds, 10 blocks from downtown Dayton. A chartered bus took them to a modern dairy farm to watch the evening chores. They were welcomed by their hosts and joined by members of the Farm-City Committee, who acted as tour guides.

## Smaller Groups

At this point the guests were divided into groups of 12 so they could tour different phases of operation simultaneously. They saw such operations as feed grinding, corn silage unloading, and milking in a herringbone milking parlor. The milking operation drew the greatest attention.

After the tour the guests were taken by bus to a country-style chicken dinner. A question and answer period followed the meal.

Discussion of the farm operation included comments on capital investment, production cost per hundredweight of milk, hours worked per year, selling price per hundredweight of milk, and health insurance.

Comments by members on the tour indicate some of the benefits and impressions they experienced.

One prominent businessman who had grown up on the farm commented, "They certainly have made a lot of scientific changes in agriculture, particularly dairying, since I was a boy."

One homemaker remarked, "I was deeply impressed with the cleanliness of the milk produced."

Perhaps the most significant remark was that of a homemaker who said, "Never again will I complain about the price of a bottle of milk after having seen all the labor and the cost necessary to produce it."

## Encouraging Outlook

The Farm-City Committee members thought this activity was the most successful tour ever held. They felt that the smaller group became friendlier and more enthusiastic. The visitors were able to discuss with  
(See *City Meets Country*, page 1)

# Farm-City Tour

## Helps Promote Understanding

by CLAUDE G. SONGY, JR., County Agent Ascension Parish, Louisiana

PROGRESS in our society depends on mutual understanding and cooperation. This is essentially what Kirby L. Cockerham, extension entomologist, told a group of Louisiana businessmen. His talk followed tours of a ranch, meat packing company, and supermarket which illustrated the same idea to this group.

Cockerham was speaking to a group of farmers and businessmen at a luncheon in Gonzales, La. This gathering was one of 6,000 groups throughout the U. S. and Canada which met during Farm-City Week in November.

The aim in each case was, "... to learn more of this interdependence ... to see some of the changes which all are experiencing, to view their accomplishments, and to try to see what is ahead for each," Cockerham said.

### Farm Operations

The Gonzales group included 35 local businessmen who were taken on a tour of the beef cattle industry—from production on the ranch, to sale of retail cuts in a supermarket.

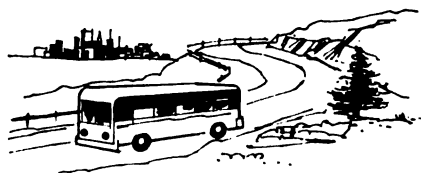
First stop on the tour was one of two farms operated by brothers. The two farms total 2,500 acres of pastureland on which 1,100 brood cows graze. Main objective of the operation is the production of milkfat calves, weighing from 400 to 500 pounds.

Livestock has taken first place in agricultural rank in Louisiana, making it the 15th State in the nation in this enterprise.

When the businessmen arrived,

they were shown to the corral where newborn calves were being vaccinated, castrated, and marked. Older calves were being selected for market. Cattlemen willingly answered all questions.

A pasture tour to see the remainder of the cattle completed the farm visit.



The businessmen were then taken to a meat company to see the slaughtering operation. This is a large, modern facility, capable of handling over 200 animals a day.

The group was particularly impressed with the speed and skill with which animals were dressed. In the large chilling room, the meat company owner explained how carcasses were inspected and graded.

Later at a large supermarket in Gonzales, the tour group watched a side of beef being made into various retail cuts. They saw each cut weighed, priced, wrapped, and placed on the counter.

Again questions and answers flowed freely. Questions included: How many steaks are there in a side of beef? How can you tell if the meat will be tender? Why are some cuts more expensive than others?

From there, the tour led to a luncheon (juicy steaks) and the talk by Mr. Cockerham.

Cockerham attempted to show how closely related agriculture and other businesses are. He explained,

"Modern technology has had a powerful influence on all our lives and is responsible for the need of continuing adjustment. At one time, we were afraid that technology was going to eliminate many jobs, instead, new jobs have been created."

### Showing Cross Dependence

Cockerham continued by explaining how the U. S. has moved fast from a 90 percent rural population before the Revolutionary War to an 85 percent urban population today. This means that 15 percent of the population is capable of producing more than enough food for the country.

This minority group of farmers, the businessmen were told, is today consuming 6½ million tons of steel (exceeded only by the auto industry), 15½ billion gallons of petroleum, 50 million tons of chemicals (largest user in U. S.), and 15 billion kilowatts of electricity (largest user).

Emphasizing interdependence, the speaker explained that farm people look to the city for food; machinery; chemicals; job opportunities for surplus labor; processing plants; distributing systems; finances; and health, education, and police services.

### The Agribusiness Picture

Farmers have made progress in the same long stride that the rest of the country has. Average yields of cotton, sugar cane, and rice have increased from 50 to 100 percent. Dairy cattle are giving 15 percent more milk, while broilers are finished in 8 weeks instead of 12. Total farm production has increased 50 percent, while production per farm worker has increased 75 percent.

We told our city audience that there is a \$16 thousand investment for each farm worker in Louisiana. That pictured the size of the farm business in terms they could understand.

This group of businessmen, like thousands of others around the country, saw a new side to the agricultural industry. Our group included bankers, insurance company representatives, farmers, and merchants. We feel we've shown agriculture's story to people who should know it.

## CITY MEETS COUNTRY

(From page 106)

they had seen while riding to the different stops.

The committee was aware that progress in telling the success story of agriculture is slow. To date we have reached only a small percentage of the county's urban population. However, progress is being made, and if the program can be duplicated in some form throughout the U. S., then we will be able to bring about better understanding and working relationships between industry and agriculture in our nation.

## PUBLIC IMAGE

(From page 98)

carried on a program through a rural-urban committee. In addition to farmer-businessmen tours and a 4-H barrow show and sale, the committee sponsors a county achievement program. Evaluating results of this overall program, the county agent observed:

"Activities are planned jointly . . . All have increased the good will and better understanding between city and country people of this and adjoining counties. Many businessmen, farmers, 4-H club members, and parents have commented favorably on the fine relationship between rural and city people in this county."

Much effort goes on the theory that "there is no better place to develop good relationships than at the dinner table." Luncheons, banquets, barbecues, and ice cream suppers have served as excellent common meeting ground for farm and city folk.

Service clubs combine their talents and facilities to bring these groups together. The State extension staff contributes speakers.

Another county agent each week sends a letter covering agricultural items of mutual interest to some 200 business and civic leaders. One month he included a page on food costs. This points to one of the most widely held misconceptions which blames farmers for "higher food costs."

From a highly industrialized county, the agent reports that 150 farmers

and their wives were guests of 50 businessmen for a luncheon and tour through a large farm equipment manufacturing factory.

While a panel of farmers and businessmen discussed their problems of the 1960's before a rural-urban audience at a service club luncheon, the discussion was taped. This tape served as the program for several other meetings.

## Understanding Develops

Women leaders of various State farm and city women's organizations carried on programs aimed at better understanding between the groups. Most popular included visits to farms and farm homes, meat cutting demonstrations, and style shows.

Our community life is undergoing vast changes due to the tremendous impact of a vital expanding agriculture and industry. But whenever farm and city people get together, whether for a sandwich and glass of milk or at a meeting, they learn more about each other. They exchange facts instead of rumors; friendship replaces misunderstanding. In sum, they reach a lasting, fuller realization of the interdependence of farmers and city workers.

What is the net result of all our effort? It adds up to a clearer, better public image of agriculture.

## TURNS THE TRICK

(From page 105)

Gazette, December issue, 1927. (page 13 an automobile advertisement of one of the 'low price three' list the two-door coach at \$595.00. (page 66 there appears an article relative to egg prices. It shows best egg selling in Chicago for 51 to 54 cents per dozen.

"The consumer who thinks food prices are high now should, it seems to me, compare the relative increase in price of non-agricultural products as compared to agricultural products—especially food.

"Has the price you pay for eggs, milk, butter, cheese, bread, corn meal etc., advanced in price—yes, even meat—as much in comparison as non-agricultural necessities? Efficiency in farm production and marketing undoubtedly makes a difference."

When nonfarm people and farm people are serving on the same team to further an educational program that will benefit all, the exchange of ideas pertaining to problems of their respective occupations becomes a habit.

To sum it up, we Clay County agents think the best way of telling agriculture's story is to make nonfarm people an important part of our extension program.



Almost two miles of cars make the annual Livestock Tour in Clay County.

# Mutual INTEREST FURTHERS Mutual UNDERSTANDING

by R. W. CRAMER, *Chautauqua County Agricultural Agent, New York*

To know a person is to be interested in him. And the same goes for his business.

In Chautauqua County, many city people know farmers and farm families personally. They can talk intelligently within their own groups about agricultural problems.

By the same token, many farmers can walk into leading stores, call owners and managers by their first names, and talk over business.

Unusual? Outstanding? Perhaps not. But this county's program of rural-urban relations has paid big dividends.

Chautauqua is not a rich county. Alternative opportunities for farmers have not been plentiful. Neither has suburbia spread rapidly.

Jamestown (population 42,000) is a mixture city. Dunkirk (population 10,000) is a steel city. The balance of the county (population 145,000) is dependent on our 3,000 farmers and our \$20 million annual agricultural industry.

## *Idea Germinates*

Fortunately we have had, through 10 years, aggressive agricultural leadership with vision and purpose. A rural-urban relations program started about 20 years ago when the county agent and a group of farmers invited a group of businessmen from Jamestown to tour a sugar bush plantation (maple syrup).

Following the tour, the joint group went down to pancakes, sausage, maple syrup, and coffee. These leaders saw the need for better and more wide-

spread understanding of each other's problems. They felt that if different segments are going to live together and plan together both on a national and local basis, they should also understand together.

Both groups were interested in expanding this event. And it has continued as a joint extension service-chamber of commerce project.

## *Present Operations*

This annual event is called the Jamestown Chamber of Commerce Sugar Bush Tour, but the itinerary includes dairy farms and other points.

Traveling in buses, the group normally visits two sugar bushes, two other farms, and ends up in a rural community for dinner.

Our plan includes having at least one farm leader as a member of each service club. This gives him the opportunity to function as a member of the group.

At least two rural-urban days are held annually by one service club. In this case, business people invite farmers and normally arrange for an outstanding agricultural speaker.

## *Annual Meeting Expands*

About 12 years ago extension moved its annual countywide business meeting into Jamestown for an expanded annual meeting. The following year, the Jamestown Chamber of Commerce served as host to extension's annual meeting and provided entertainment, awards, and refreshments. More recently,

the Jamestown and Dunkirk Chambers of Commerce have alternated as hosts.

Agriculture and extension played a considerable part in the Jamestown City Centennial last year. Rural groups and farmers organized a cow-milking contest, an agricultural parade, and a joint farmer-businessman luncheon.

## *Understanding Adds Up*

Many of our urban neighbors know something about the investment and work involved in farming and the returns farmers can expect for their labor. City people know about the work behind a gallon of maple syrup. And they know that the farmer gets 10 cents from the 27 cents they pay for a quart of milk.

Many urban people and city leaders are aware of the Extension Service and its functions. And through the years we have noticed a more sympathetic press and radio.

We have no doubt that the people of Chautauqua County (rural or urban) have benefited from our program for better rural-urban relations.

## **TELL BUSINESSMEN**

*(From page 103)*

to reach more people with the agribusiness story.

A kit pertaining to agribusiness was prepared for county extension agents to use during Farm-City Week. This kit contained materials which would be useful in discussing and pointing out the importance of agriculture to nonfarm groups.

The agribusiness concept has been incorporated into the 4-H club program, using an adaptation of Pennsylvania's Town and Country Business Program. In Texas, this program provides for 3 years of activities in agribusiness, marketing, and economics in daily living.

Through a better understanding of the importance of agribusiness, the agricultural industry in Texas will continue to grow and become more efficient. This is important to the economy of Texas because so many people, both in cities and in rural areas, depend on agribusiness either directly or indirectly for their livelihood.



by **ROBERT E. WHITE**, *Grand Isle County Agent*, and **KAY WEBB**, *Acting Editor, Vermont*

**O**VER 80 city folks were waiting at the door of the Grand Isle Creamery to "see how this country milk plant handles 30,000 quarts of milk daily" one July morning in 1959.

It was only 8 a.m., and these people were on vacation. But they wanted to see what was on the Tour for Summer Visitors arranged by the Grand Isle County extension office.

An even larger group—125 men, women, and young boys and girls—turned up at the prosperous dairy farm of Dr. Charles Stephenson the same afternoon. They listened with interest—even amazement—when the county agent told them that this 280-acre farm, with 70 head of dairy stock, represented a \$50,000 investment.

You could just see some of the businessmen start calculating as they asked about the cost of a new tractor and a new baler. In a mimeographed handout we listed the major items of expense for an average farm as well as for an excellent farm. We quoted the total milk production and the total investment in machinery.

### *Milking Time Visit*

The highlight of the tour was the milking operation for which the visitors waited impatiently. We were too busy keeping the people from all rushing into the stable at once, to stop to take pictures. It was like fighting a department store sale.

We had to explain that aside from the lack of room, we couldn't let more than a few into the well-scrubbed barn at a time. They had no idea that cows were temperamental and, if disturbed by a lot of noise, would not give their normal volume of milk.

The year before, a pen stable operation was included in the daily tour. This worked out well, for only 5 to 6 people could enter at one time. However, too mechanized an operation doesn't have the interest of a more conventional dairy farm.

Tourists, small groups at a time, watched with eager curiosity as a cow was prepared and milked, and the milk was strained and cooled.

They learned with great surprise that the farmer only received 10 to 12 cents for every quart of milk. (We gave them the figure in quarts, realizing that a hundredweight of milk wouldn't mean much to city folks.)

They were also interested in the creamery plant, especially the weighing and laboratory testing for fat and quality. We invited the people to ask questions, so they stayed until noon.

As well as a fact sheet on the plant, we distributed the extension publication, *Good Tasting Milk*, which explains the Vermont quality-flavor-control program. For the homemakers we had the extension leaflet, *Milk Tastes the Best—how to handle milk in the home to retain its good flavor*.

The project was started several years ago to show city people the

value of milk and milk products. The largest town in Grand Isle County is only a village by metropolitan standards. But in June and July the population triples as vacationers arrive from all parts of the Northeast.

Our main problem was to let the folks know about the tour. Few vacationers read the local papers, so the first year we wrote letters to the hotels, summer camps, and summer cottages. The second year, the State extension office printed a small poster for us. Men distributed this with their door-to-door deliveries, and the grocery stores used it as a basket stuff. Everyone cooperated.

### *Far-Reaching Impact*

We've had visitors from the metropolitan areas of New York, Pennsylvania, Connecticut, New Jersey, and Massachusetts—also Canada, Malta, and the Netherlands. Sometimes I've seen familiar faces as visitors came back for a second or third tour.

Many visitors have shown their appreciation for this opportunity to see how the farm business operates. One man, a Federal Land Bank official from Massachusetts, wrote to thank us for the tour after returning home. Another visitor, a teacher from Katonah, N. Y., planned to use the dairy tour as a classroom study subject.

Dairy tours for summer visitors in Vermont are effectively telling a culture's story to the nonfarm public.



Vacationers were especially interested in the fat and quality testing at this Vermont plant.



# Feed Grain Program —A Team Job

Success of the 1961 Emergency Feed Grain Program reflects cooperation and coordination—and fast-moving informational and educational work—by Cooperative Extension and ASC workers. Hats off to all who helped!

We think you'll be interested in the letters reprinted below.



FES Administrator E. T. York, Jr. (left) and CSS Administrator Horace Godfrey examine an exhibit of extension informational and educational materials on the Feed Grain Program.

April 25, 1961

May 3, 1961

Mr. E. T. York, Jr.  
Administrator  
Federal Extension Service

Dear E. T.:

In the current feed grain program we have the best example of teamwork between Extension and CSS that I have had the pleasure of witnessing, and my experience in the Department, as you know, goes back quite a few years.

We feel we are getting excellent support from your agency as well as from cooperating State Extension Services, and we are very grateful.

Having known you for a long time, I have the utmost confidence that your leadership in Extension assures continuing cooperation in all programs of benefit to farmers. I want to assure you that we in CSS are equally devoted to the principle and practice of cooperation and will work with you to the best of our ability.

Let me underscore my statement to you as you assumed your new duties. That we will welcome any suggestions you may have for the improvement of our programs or for working relationships.

Sincerely yours,

Horace D. Godfrey  
Administrator

Mr. Horace D. Godfrey  
Administrator  
Commodity Stabilization Service

Dear Horace:

Many thanks for your thoughtful letter of April 25 concerning the cooperative effort in the Feed Grain Program. I am delighted to have your evaluation of what Extension has been able to contribute to this program.

I think you know that this concept of cooperation exemplified in this particular instance is certainly very basic to my thinking, and we shall always try to maintain this type of relationship.

Please call upon us whenever we can be of assistance, and let us have your suggestions and ideas at any time concerning ways in which we can more effectively carry out our responsibilities.

Thanks again for your thoughtful letter.

Sincerely yours,

E. T. York, Jr.  
Administrator

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**M**ILK is a good buy. You know it, but do consumers know it?

Unfortunately, no. The average consumer doesn't realize that food, and milk specifically, is a good buy in terms of today's prices and incomes.

Take this scene at a local supermarket for example. Checkout girl: "The amount is \$12.91." Shopper: "No wonder the farmers are getting rich!"

But look at what was bought—6 bottles of soft drink, 3 pairs of stockings, 2 long-playing records, 50 lbs. of softener salt, 1 mop, 1 egg beater, 1 qt. of milk, and 1 box of dry cereal.

The groceries (milk and cereal) came to 52 cents. The farmer's share of the sale was about 13 cents (10.9 cents for milk, 2.4 cents for cereal).

Since supermarkets have returned to the old general store lineup of merchandise, the fact that food

really is a bargain is hidden. Given the correct information, consumers will appreciate the efficiency of our farmers in supplying high quality food at low prices.

Let's take a look at some facts.

### *Milk's Real Price*

The real price of milk is determined by the amount of work a consumer has to do to earn enough money to buy it. In these terms, the real price of milk has dropped steadily in recent years.

The U. S. Bureau of Labor Statistics has data going back to 1890 on the price of milk and on the number of minutes of factory work required to earn the price of a home-delivered quart of milk.

For example, in 1890 the average hourly wage was 16 cents. Milk averaged 6.8 cents a quart, so it required 25.5 minutes of work to buy a quart of milk.

In 1914, the average wage-earner worked 22.9 minutes to earn enough for a quart of milk. He worked 15.3 minutes in 1929, 9.5 minutes in 1947, and only 6.8 minutes in 1959 to earn the price of a quart of milk.

During this time, average hourly wages and the retail price of milk both increased. But wages rose at a faster rate, so it took less time to earn the cost of a quart of milk.

To the consumer, today's real price of milk can be explained simply: the farm price for milk has changed little during the last 10 years—but it costs more to market it—so the retail price is higher—but incomes are even higher than that—so it takes a smaller part of your income now to buy a quart of milk.

There are three major steps in milk's trip from farm to consumer—collecting, processing and bottling, and distributing.

The shopper in the supermarket example would have been surprised to learn that the dairy farmer received only 10.9 cents of the \$1 bill. Here is why.

When you buy a quart of milk, farmer gets 10.9 cents. The marketing system gets about 13 cents for assembling, processing, retail delivery, and other expenses; a 2-cent profit before taxes.

During 1960 each American, on average, consumed 1,488 pounds of food. Milk and milk products, except butter, provided 28 percent of total food supply. Dairy farmers received only 19 cents from each dollar.

### *Good Food Value*

Milk supplies protein for muscles and other tissues, fat and sugar for body fuel, minerals for bones and other tissues, and vitamins essential to growth and health.

The calcium and phosphorus build and repair bones and teeth, aid clotting of blood, and help regulate muscular and nerve action.

Milk's protein builds and repairs tissues, and supplies energy. Milk-supplied vitamins promote growth, keep bodies healthy, and protect them from infection.

Milk is one of the cheapest foods in terms of food value. Its quality has been improved in recent years because it is produced under more sanitary conditions, nearly all of it is pasteurized, much of it is homogenized and has vitamin D added. It is kept cooler during marketing.

Since there is practically no waste in the preparation and use of dairy products, the homemaker gets a full pound of usable product for each pound she buys.

The consumer has a real bargain in milk.

Education Library

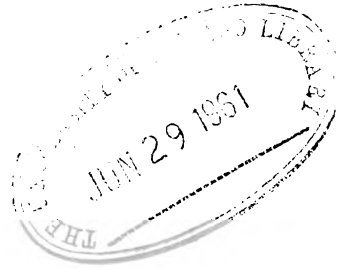
*Educ*

EXTENSION SERVICE  
*Review*

SPECIAL YOUTH ISSUE

JUNE 1961

32.6





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 the community.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes, and to for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agencies 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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Division Director: *Elmer B. Winner*  
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### EAR TO THE GROUND

"We talk a lot these days about the need for making the most effective use of our resources—our land, water, minerals, etc. Yet we know, without question, that Alabama's most valuable resource is its young people—tomorrow's future citizens and leaders.

"How well are we developing these all-important resources? Are we providing our young people adequate opportunity for leadership development, character building, and citizenship training, along with the opportunity to more fully develop knowledge and skills in some particular field of interest?"

"These are some of the objectives of Extension's 4-H club programs."

Dr. E. T. York, Jr. was writing to his fellow Alabamians last fall when he made these thought-provoking comments. Now that he is FES Administrator, Dr. York's words affect each State and Puerto Rico.

It is this goal—developing our youth—that we emphasize in the Review this month.

This issue contains stories of extension youth programs from around the nation. There are articles on career exploration, leadership devel-

opment, science, home management, citizenship, nutrition, public affairs, dairy, YM&W, and other programs approaches.

It has been wisely said, "If you teach a person what he needs to know, you are preparing him for the past. If you teach him how to learn, you are preparing him for the future."

Those in Extension who directly serve youth are directly serving the future. As one National 4-H Conference delegate this year said, "I realize what I do today and plan that tomorrow will shape my destiny."

On the back cover you'll find the second in our series of fact-filled articles on agriculture's contributions to society. We hope these stories will come in handy for you in preparing messages for nonfarm audiences.

We call special attention to the article on page 135—Extension's responsibility in Rural Areas Development. Extension has been charged with the responsibility to provide educational and organizational leadership to State and area development committees. Administrator York explains further how this new national program affects Extension.—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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It would take a facility several times the size of New York City to accommodate the people who share in 4-H. If you asked this multitude what is 4-H—what does it do—you would get many different responses.

The flexibility and adaptability of the 4-H program are the major bases of its popularity and strength. It is designed to contribute to solutions of the problems and needs of youth.

There have been many changes since the days of our 4-H pioneers. But the high principles of 4-H to which we are all dedicated have provided an organizational framework. It is within this framework that projects and activities have been designed and redesigned to serve the youth of this generation.

### 4-H Speaks

Two hundred top 4-H club members attending the recent National 4-H Conference were asked about the influences of 4-H on their lives. A boy from California said, "It created a continuous challenge to learn." Another boy said, "It taught me that no job is so insignificant that you can shirk the responsibility of doing it well."

Other values considered most important to these National 4-H Conference delegates included:

"4-H is responsible for my decision in selecting my future vocation."

"My 4-H work has created within me the desire to be a teacher and my projects provided money to help finance my education."

"Public speaking has helped me decide to be an agricultural lawyer. It has given me the opportunity, guidance, and training necessary to communicate with people."

"It was a lot of hard work, a lot of ups and downs, but experiences in 4-H caused me to enroll at our State university."

"The importance of planning is basic for success today. I realize what I do today and plan for tomorrow will shape my destiny."

"As a junior leader I find a wonderful feeling of usefulness when I help a younger club member with even his smallest problems."

Many things would be added to this list of values and satisfactions if we

(See *Many Things*, page 134)

## MANY THINGS TO MANY PEOPLE

MYLO S. DOWNEY, Director, Division of 4-H Club and YMW Programs, Federal Extension Service

Many people have a stake in the 4-H club program. They share in successes and its failures. It belongs to them. Likewise, 4-H has different purposes, different values to various folks concerned.

Two features of 4-H club work have been basic to the success the program enjoys today. It belongs to the people. It serves many varying needs.

### People Who Share

The first group to say "4-H is ours" would be the 2,300,000 members. Clubs operate as democratic units with their own elected officers.

The parents of these boys and girls are in 4-H. Their interest, encouragement, and support are vitally important for they have certain expectations of what 4-H should do for their sons and daughters.

The 300,000 volunteer adult leaders say, "I am a part of 4-H and 4-H is a part of me." They give their time and talents so an increasing number

of boys and girls may enjoy the values of "Learning to do by Doing" experiences.

Some 14,600 extension agents, specialists, program leaders, supervisors, and administrators are giving about one-third of their time to the 4-H program. 4-H work is a definite part of their day-to-day operation. Consideration for youth becomes a phase of most extension programs.

Hundreds of industrial and civic leaders are supporting 4-H club work through sponsored recognition programs. This support is channeled through other staff people. County fair directors and others at the community, county, State, and national levels help keep the wheels of 4-H progress turning.

Another group quick to say "I am a part of 4-H" are the more than 20 million 4-H alumni. Satisfaction and pride within most alumni cause them to quickly identify themselves as former 4-H'ers whenever club work is mentioned.

# Career Exploration Meets Youth Needs Directly

by JOHN W. BANNING, *Federal Extension Service*

**D**o you know?

Only about 2 out of 10 boys and girls growing up on a farm today will be able to acquire or live on a farm which will provide them a decent standard of living.

There are about 40,000 different kinds of jobs in this country today, but the average youth looks at no more than 16. Rural youth probably look at only 10 or 12.

These facts have created a very real need for youth today. In fact, most youth list choosing a career as a real personal problem. It ranks in importance with choosing a mate and developing a philosophy of life.

## *Facing Facts*

Our youth need help in searching for and choosing lifetime careers. These figures are only part of the story. Other facts, revealed by research in several States, show that:

Many rural parents have lower aspirations for their children than urban parents. Likewise, rural youth have lower aspirations for their own education and careers than do their "city cousins."

Rural boys want to be their own bosses, operate their own businesses, and don't fit into or do as well in the "organization man" vocations available to them.

Small rural schools do not equip youth as well as larger urban schools.

Something needs to be done. Schools and other agencies working on this problem are aware of all these facts and welcome all help possible to improve the situation. And there are many more piercing facts which could be listed.

There is a definite trend today for Extension to work directly with the developmental needs and problems of youth, rather than indirectly through commodity projects. It is not a new trend, however. Junior leadership, which started some 35 years ago, is a direct approach to the needs of boys and girls to develop their leadership ability. Personal development and money management projects also fit into this area.

4-H club work has always helped youth explore careers through various projects and group activities. However, recently we have seen more emphasis on career exploration programs. Certain economic and social factors point up this problem of youth forcibly.

There are many good ways to conduct a career exploration program. A State or county may want to approach it in several different ways, depending upon the situation.

- Plan career days or nights. Career nights are more likely to get parents involved with youth. They may be sponsored by extension, schools, service clubs, employment agencies, or other groups.

- Hold career exploration sessions in connection with a 4-H conference or other event. During 4-H Club Week, Nebraska takes nearly 500 boys and girls to Omaha (orienting them in the train on the way) to tour various industries. Careers are discussed on the return trip.

- Hold a regular series of meetings with a local or county group. In New York State some counties hold a series of meetings (about 2 hours each) on: Exploring 40,000 occupations, Exploring my interests and abilities, Things to consider about a career, Deciding on a job now or college, Getting a job and keeping it,

and Sources of more information careers.

- Design a career exploration project. As a project with definite requirements, this might be conducted like a regular 4-H meeting with officers, opening ceremonies, and committees.

- Incorporate career exploration into other 4-H project program areas such as electricity, dairy, clothing.

- Be prepared for individual counseling. Give good answers or be able to refer them to someone who can have good answers.

- Use mass media (newspaper, radio, and TV) for presenting information to help youth explore careers.

## *Getting in Orbit*

Like any other new program, career exploration needs extension leadership to "get the ball rolling." The experience of some "initiator agencies" indicates certain steps that agencies should take in initiating a career exploration program.

First, find out what services and information are available in your area. Contact personally and get acquainted with the individuals and agencies in the community—school superintendent and guidance director; Employment Division, U. S. Employment Office; officers of service clubs (Lions, Rotary, Lions, Junior Chamber of Commerce); personnel officers of businesses; other youth leaders (Scouts, YMCA, Boys Clubs, Junior Achievement, etc.). Gather facts, ideas, and an inventory of interests of the above people.

Then survey the youth in the area to discover interests and needs. Sample survey sheets are available from FES and several States.

Third, present the facts and information gathered to the extension policy-making group in the State or county. If they decide a career exploration program is needed, discuss plans to carry out such a program.

Make an inventory of possible leaders, (organizational leaders, project or subject matter leaders, resource leaders, junior leaders). This might be part of the first step.

Finally, plan to train all leaders. Give them the regular curriculum for all 4-H club leaders—objectives and (See *Career Program*, page 118)



# THE EDUCATIONAL POTENTIAL OF 4-H

by RALPH W. TYLER, *Center for Advanced Study in the Behavioral Sciences, Stanford, California*

The future content of 4-H club work will be significantly different from the past. The changing cultural economy, changing pattern of rural life, and changes in America all will influence 4-H work. Regardless of this, certain educational characteristics of 4-H club work will continue to make it highly effective and a valuable supplement to the educational experiences provided elsewhere. These are some of the educational potentials of 4-H.

## *Personal Meaning*

The first of these characteristics is the fact that children and youth see meaning in their club activities. Motivation for learning develops easier when the learner is doing something he understands and knows why he is doing it. Furthermore, since club work is selected with his own interests, a learner is stimulated and has opportunities to work on it when no leader is present. This assures time to practice and learn beyond the limits of classroom instruction.

## *Theory and Practice*

The second advantage of 4-H club work is the fact that it ties together the concrete and the abstract. While the club member observes and works on things, he is at the same time learning to understand the "why" of what he is observing and doing. Theory and practice must be combined. Without theory, practice is only a series of isolated things we do. Without practice, theory is mere speculation. In 4-H club work, youth seek to explain

the things they see and do. This can become the basis for going into more theoretical ideas. Youth ask: What does this mean? How does this apply? What connection does this have? Thus, concrete experience and general knowledge can be tied together effectively.

## *Immediate Satisfaction*

The third advantage for learning in 4-H is the fact that most activities provide immediate satisfaction. This stimulates further learning. When the learner obtains satisfaction directly from his achievement, learning can go on whether or not teachers are around.

The activities most easily satisfying to young people are those in which objects are made, material products are produced, and large muscles are exercised. But there are other important things for club members to learn.

There was a time when the learning of specific farm practices could take preference over everything else. But most rural youth today will not spend the balance of their lives on the farm.

Club activities would be misdirected if these youth learned only how to carry on farm practices. 4-H must lead on from the concrete, constructive activities to understanding, broader knowledge, and wider and deeper interests. It would be unwise for the 4-H program ever to become completely abstract. This would lose one of the great values of 4-H work.

On the other hand, there must be woven into 4-H programs experiences which lead to broader and deeper interests, better understanding, and

greater skill in problem-solving (in farm and home activities, citizenship, and careers).

## *Identification with Adults*

A fourth advantage of the 4-H club situation is in providing a working relationship with adults, particularly young adults, whose examples can be helpful in developing mature behavior and values. Reading, discussion, individual activity all have a place in an educational program. But a close working relationship with more mature people who are admired by the learner is a powerful influence in developing maturity of interest, values, and conduct.

## *Career Exploration*

A fifth educational advantage is the fact that 4-H clubs can provide a wider opportunity for career exploration than is normally possible within the home and school. This range is broadened by community leaders from different occupations.

## *Broader Experiences*

A sixth advantage is the opportunity to help orient young people to the world beyond their immediate horizons. An increasing number of clubs are developing programs of this sort. Since they are not tied to time schedules or school grounds it is possible to carry on a wide range of orientation experiences.

## *Scientific Inquiry*

A seventh advantage is the opportunity (See *4-H Potential*, page 127)

# Taking the Science Approach

by NORMAN F. OEBKER, Vegetable Crops Specialist, Arizona

SCIENCE has always been part of the 4-H program. But today we are taking a different look at science in 4-H. Extension is encouraging special emphasis on science in 4-H projects.

An interesting and challenging experience awaits the 4-H'er who ventures into the field of science. Knowing and applying basic facts and principles and experimenting to gain new knowledge have many rewards—self-satisfaction, confidence, recognition, career opportunities.

We, as extension workers, are in a position to open doors for 4-H'ers to opportunities in science. We can make a real contribution to the 4-H program by emphasizing science in our projects and by encouraging 4-H'ers to use scientific facts and methods in everyday living.

In recent years science has been emphasized in secondary schools. At present, 4-H projects are being redirected to include more activities dealing with the basic principles and concepts underlying agriculture and home economics. "Why it is done this



Arizona 4-H'er Jana Kay Shields checks tomato varieties in her experimental plastic greenhouse. In 4 years of club work she has had foods, clothing, vegetables, and entomology projects.

way" is being stressed as well as "how to do it."

Mainly we include science in the 4-H program:

To develop a better understanding and appreciation of the basic facts and principles involved in producing and marketing agricultural products and in everyday living.

To help 4-H'ers learn and use the scientific approach in solving problems and making decisions.

To inform 4-H'ers about career opportunities in science and technology and to motivate qualified youth to prepare for careers in this area.

## Adaptable Activity

Science activities are adaptable and of interest to both farm and non-farm boys and girls. With the world around them as their laboratory, 4-H'ers can always find a study or activity to fit their situation.

Science activities can be made available to all ages of 4-H. Interest in science develops early. A recent study showed that 56 percent of the boys and girls in the National Science Fair were interested in science by the time they were 10½ years old.

Agents have many sources of help to lean on when adding scientific emphasis to the county 4-H program.

The State 4-H office can supply information, suggestions, and assistance. Lists of sources of information, supplies, and activities are available in some States.

Professional men (doctors, lawyers, veterinarians, etc.) and others can contribute from their training or interest in science. Many of these people need just a little encouragement to become interested. High school biology and chemistry teachers will cooperate.

In our State, the Arizona Academy of Science, in conjunction with the National Science Foundation, provides a scientific instructional service called the Traveling Science Institute.

Popular science and instructional lectures are presented in Arizona communities during the school year. This type of service is helpful in carrying out a science program.

Science can be incorporated in present 4-H projects in many ways:

- Encourage 4-H'ers to seek out projects they are doing something as well as to learn how.

- Stimulate interest with tours of experiment stations, college campuses, private laboratories, science fairs, exhibits, and demonstrations.

- Inform 4-H'ers of experiments and test plots relating to their project which they can carry out.

- Encourage 4-H'ers to give demonstrations on scientific principles, facts, or methods.

- Encourage 4-H'ers to exhibit science activities at science and agricultural fairs.

- Invite qualified speakers to speak on careers in science.

Many States have included science projects such as these in their 4-H projects; others have separate projects on science.

It is important to recognize science projects in this field equal to that in other areas of 4-H.

Science and 4-H fit together naturally. We hope they will grow together for the benefit of all youth.

## CAREER PROGRAM

(From page 116)

philosophy of 4-H club work. Career programs, understanding of science, and girls. In addition, give at least one training program on career exploration.

Are your 4-H programs based on the real and felt needs of youth today, or are they about the same as they were years ago? Perhaps the needs haven't changed much since the beginning of 4-H club work. The acuteness of each need and the desire to help meet a need have changed a great deal. Youth need direct help in career study selection.

Extension met a real need in the beginnings of 4-H club work. It worked through youth to get improved practices adopted in agriculture and home economics. Now it is challenged to meet some real and urgent needs of youth directly.





# RESEARCH FINDINGS challenge club work



by **MRS. LAUREL K. SABROSKY,**  
*Federal Extension Service*



interest in socializing for pleasure, 2) higher frequency of dropout and inactivity in organizations, and 3) less concern with and less attachment to traditional groups and ideas.

Do these findings ring a bell? Think of the local 4-H leaders who stay with the program and attend meetings and banquets. And think of those who do not. Aren't most of the leaders who stay with us people with fairly consistent status ranking in the county—considering income, education, race, religious affiliation, ease in a social situation, kind of home, and maybe even kind of car?

This does not imply that all local 4-H leaders need to be this kind. But it does imply that those with status contradiction may need different attention if we wish to continue to benefit from their contributions.

### *Leader Understanding*

Another study of the social work field relates to leaders of another youth organization. This organization also uses volunteer adult leaders.

It was found that the local leaders had quite different ideas about which jobs they thought were indispensable than did their professional supervisors. Extension may not have studied this exact comparison, but experience and some study findings have indicated that this is true in 4-H.

Only 28 percent of the volunteer adult leaders thought that attendance at training sessions was indispensable. Whereas, 65 percent of the professional staff members thought it was.

This sounds like a 4-H club problem. Perhaps if we recognize that such a problem is common among volunteer local leaders, we might approach the solution differently. We would realize that it was not brought about by some lack in the 4-H club professional staff work.

Research findings apply to many phases of 4-H club work and give us leads on how to proceed with our work. Consider the research we, or our experiment stations, can make of our own situations and progress.

### *Study the Community*

A 4-H club organization that functions well in one community may not work out at all in another. To know which kind of organization to encourage in a new community, or where 4-H club work is not succeeding, we must carry out special research projects.

Study the people—their cultural and social patterns, their value patterns, their income, their resources—to develop an educational organizational pattern which will function adequately.

As a contrasting study, one (or many) should be made in communities where 4-H club work is reaching objectives well. Find out how groups, such as 4-H clubs, function best, how volunteer leaders perform to bring about the results we like, how families and groups cooperate.

One State has made a new study of how 4-H camping fits in the lives of 4-H club members. It was found that few of the boys and girls (about 1/3) attend any other organized camp. But many more had camping experiences with family, relatives, or friends.

This seemingly simple finding has real implications to 4-H camp programming. The programs of 4-H camps should meet the needs of the group that attends.

The same kind of study could be made of the experiences boys and girls have in organized group meetings outside of 4-H clubs. This would determine which kinds of experiences should be stressed in 4-H clubs to round out the youths' training.

All phases of 4-H club work could and should be studied the same way. (See *Research Challenge*, page 123)

How can we tell who is more likely to be active and who is more likely to drop out of volunteer extension work? Research in the various social, political, economic, and human development fields often reveals interesting clues.

By studying the findings of research in Extension or other areas, extension may get ideas about different ways in which to work—to bring easier success in depth or breadth of our work.

A series of studies of status brings interesting information that may help us in working with the members and leaders of our organizations.

There are people who rank high, as status is concerned, in some ways but low in other ways. Studies have indicated that this "status contradiction" is associated with: 1) less

# Do It Better Together

by LEON McNAIR,  
Field Representative,  
National 4-H Service  
Committee, Inc.,  
Chicago



Ollie Smith (left), outstanding 4-H Tractor leader in Jackson County, Ark., for 15 years, has also given much leadership to the total county 4-H program.

**I** know of no group better organized or trained to carry on the philosophy of true Americanism than 4-H." Raymond C. Firestone, American business leader, paid tribute to the quality of 4-H leadership with this statement at the 1960 National 4-H Club Congress.

His words were also acclaim for the selection and training of qualified, talented volunteers who help 4-H members in their project work, club programs, and community activities.

Special project leader training has been provided for some time to better equip volunteer 4-H adult and junior leaders. More than a million volunteer leaders, both in project and community club activities, have been trained by extension specialists, State 4-H staffs, and county agents. The overall results of this training should be helpful in developing a blueprint for the total county 4-H leadership program.

## Industry Cooperation

The National 4-H Service Committee has been cooperating with Extension in outlining and providing additional support for leader training in certain 4-H projects. Education and industry are pooling their resources and know-how to advance the 4-H program nationally.

Specific project areas are Automotive Care and Safety, Electric, Getting the Most Out of Your Sewing

Machine, and Tractor. These are examples of teamwork between education and industry (4-H program award donors). They advance not only specific projects, but the total 4-H program.

These programs tapped a new source of leaders and 4-H boosters. They included airline pilots, farm equipment dealers, electric power suppliers, automobile dealers, policemen, farmers, driver training instructors, homemakers, and others.

When desirable, sponsoring companies offer their highly-trained technical personnel. The assistance of these technicians has been one of the important contributions in developing more effective training. This support is in addition to educational literature, leader training funds, training aids, and awards.

Experience gained in the Tractor training program for the past 17 years may be helpful in establishing blueprints for total 4-H leadership development. Leader training itself does not assure competent leadership. Other important considerations are:

*Qualified adult leaders* with a good understanding of young people and subject matter training.

*Mature leaders, well established in the community.*

*Selection of the leader by a group of interested 4-H members, adult co-operators, or combination of both.*

*A county program or project spon-*

*soring committee* to serve as a planning or advisory group. Its function is to give leadership in planning the program for community areas.

The success of the 4-H program rests with how well the county extension agent involves people. This is vital to good planning, continuity of the program, and longer leadership tenure.

*Enroll members in the project and hold one meeting before leadership training begins.* This encourages receptiveness to the training presented and more awareness of member needs and interests.

*Agents should establish a clear concept of the volunteer 4-H leader's role. Agents should be well-oriented to the project and the potential value of volunteer leadership.*

*Provide a well-defined plan for the project leader to use in working with community club leaders.*

## Spreading Influence

The effective methods, patterns and tools used in the programs providing special leader training have an extensive influence in upgrading the training and resources in other projects. For example:

Project literature has stimulated the production of better quality project material.

Leaders' manuals and guides have been accepted tools in other projects. This material is provided on a national basis. Several States have prepared their own leaders' manuals for both project and community club leaders.

Proven methods in training leaders have been adopted.

Supplemental educational literature has been made available for members and leaders in other project or activity areas.

Agents have gained a better concept of how effective leadership can be used in their total county 4-H program.

Improved training aids are constantly being developed and used more extensively.

More attention is being given to careful selection of better qualified, highly-skilled persons as volunteer leaders.

Use of "key" leaders who are  
(See Do It Better, page 134)

# Leaders Challenge Project Literature

by HENRIETTA GOHRING, State 4-H  
Club Agent, South Dakota

SCIENCE is advancing fast. What is discovered today may be obsolete tomorrow. And we have to keep up with changes.

Extension workers have changes to keep up with too. We cannot make progress or improvement 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 the right direction.

## Evaluation Assignment

What are we doing about it? 4-H club leaders and county extension agents in South Dakota have been valuating our State's club program. They've gone over several phases of the program by way of Club Doings survey, leader training meetings, pilot county studies, county "gripe" sessions, county survey, club discussions, and a project literature questionnaire.

A portion of the county leaders meeting last winter was devoted to the 4-H leaders evaluation of 4-H project literature. Half of the leaders compared the "old and new" hand-draft project guides. The others evaluated the "old" meal planning project guide with the "new" crops guide. Leaders compared information found in the guides on organizing a club, planning a club program, meeting outlines, project objectives and requirements, project information, and ideas for things to make or to do. They expressed their opinions on demonstrations, illustrative talk and dining ideas, exhibiting information, local club events, leader responsibili-



Frank Heitland, State 4-H Club Agent in South Dakota, explains the literature evaluation job ahead of these 4-H leaders.

ties, member and parent responsibilities, and additional project helps.

The leaders were asked to rate each topic as to how useful they felt the "old" and "new" literature was to them. They also were asked to tell whether the information must be included, should be included if space and finances permit, or is not needed.

Results were recorded on a questionnaire by the leaders throughout the State. As a result, project guides for members and leaders guides are both being revised.

## Leaders' Recommendations

All phases of the information received a "must be included" priority except "local club events." Leaders felt that this information was not needed in project guides or could be included if space and finances permitted.

Leaders felt information on "how to organize a club" should be included but that it was not as important as some other information.

Men and women with 1 to 10 years of leadership experience gave a higher rating to "planning the club program" than did the more experienced leaders. This was also true with "meeting outlines."

Leaders placed a very high rating on "project objectives and requirements" and "project information." Eighty percent of all leaders answering the questionnaire wanted "project

ideas of things to make or to do," "demonstration and illustrative talk ideas," "exhibit information," and "judging ideas." Women, regardless of years of leadership, felt this information was more important than did men.

Information on "member" and "parent responsibility" rated higher than "leader responsibility." Women felt "member" and "parent responsibility" was more important than men did. Leaders repeatedly suggested that we include the information on "member" and "parent responsibility" in the member's material so perhaps parents would read it.

## Ideas are Adapted

Project guides with accompanying leaders guides in meal planning, home life, horticulture, light horse, forestry, and entomology are being revised. Leader guides are being written for literature not under revision.

One change brought about is grading of information on discussions, demonstrations, and illustrative talk ideas. Different suggestions for each of these are made for beginners (9 to 11), intermediate (12 to 15), and advanced (16 years and over).

4-H staff members and agriculture and home economics specialists are meeting the challenge placed before them by 4-H leaders. They are making 4-H literature more useful to all leaders.



Teaching classes at the State Junior Leadership Conference is one of the Junior Leader Council's most important jobs.

ability +  
 desire +  
 preparation =  
**LEADERSHIP SUCCESS**

by CHARLES A. GOSNEY, Assistant in 4-H Club Work, Indiana

**A** WISE fisherman once said, "Don't bait your hook with steak because you like steak; bait it with worms—that's what the fish like."

For the past 30 years, Indiana has conducted a State Junior Leadership Conference. These conferences were developed for sharing ideas, promoting cooperation, practice in acceptance of responsibility, and leadership development.

During the first 18 years, the programs were planned and carried out completely by members of the State 4-H club staff. Now members of a Junior Leader Council are in complete charge of the 3-day conference. State 4-H staff members serve only as advisors.

In 1949, upon recommendations of junior leaders who were delegates at former conferences, a group of delegates were selected for a State Junior Leader Council. This group was to serve as contact persons between the

junior leaders and adults. They were to observe, evaluate, and make recommendations regarding the conference.

In 1958 the council members reviewed the purposes of the conference. They decided on the following as objectives: To develop better junior leaders in each county, to acquaint junior leaders with their jobs, to recognize promising junior leaders, and to help junior leaders gain confidence in their own abilities.

Past programs were then evaluated in terms of these objectives. And the council members decided that an entirely new type of program was advisable. They recommended the following changes:

- Junior leaders, rather than adults in charge.
- Small instructional classes, rather than speakers at general assemblies.
- Council members in charge of dormitory supervision.

• Council members to serve as class instructors.

Believing in the fisherman's tale and believing that the council's thinking represented all junior leaders, the 4-H club staff adopted this plan.

### *Duties Assigned*

The council is composed of 18 members—a boy and a girl from each extension district. They are elected by the delegates from their own district, in recognition of abilities displayed during the conference. The 18 councilmen are then charged with the responsibility of putting on the conference the next year.

Staff members are assigned by the State club leader as advisors to each major committee. Their obligation is only to counsel the young leaders.

However, once the council has determined the subjects to be taught and outlined what is to be included, staff members prepare detailed lesson plans and visual aids.

The day before the conference, the council and staff members make final plans. Committees meet, lesson plans are gone over, and equipment is readied.

Then comes the day! As the 450 delegates arrive, Junior Leader Council members register them, assist in the dormitories, conduct the general assemblies, teach classes, and lead in recreational activities. They conduct vesper programs, supervise the dormitories, and preside over district meetings.

After 3 days of constant activity the 450 delegates return home with enthusiasm for the 4-H program and trained to be better leaders. The council members, exhausted but confident in a job well done, also return home—better leaders as a result of their responsibilities and experience.

Delegates rate this type of conference a big success.

"Through these associations I have acquired tolerance, understanding and a new sense of obligation for the future welfare of our democracy."

"Club work has taught me to develop the characteristics of responsibility and understanding by actually practicing and doing them."

(See *Leadership Success*, page 129)



# TIMING is important

by NOREEN A. RAY, Associate State Club Leader, Connecticut

All children develop in about the same way. But they develop at different rates of speed.

Now that we understand this, 4-H projects and programs are being adapted in Connecticut to suit the ages of our youth's development. 4-H projects and programs should be based on a knowledge of the developmental needs, interests, and capabilities of the young people we serve." This is the foundation of our projects and programs.

## Statewide Awareness

Guided by Fay Moeller, family life specialist, subject matter specialists, agents, and local leaders are accepting the importance of child development in 4-H club programs.

We now see that there are marked individual differences in capacities in rate of development. Timing educational efforts in working with youth is important.

We understand that growth and development are concerned not only with physical changes but with development of desirable attitudes toward self and others, learning certain social skills, learning social skills, developing personal independence, and developing a scale of values.

Before 1951, 4-H project bulletins were written for one age group—9 to 12. In 1951 specialists developed two reports: "Children and Their Clothing" and "Girls 9-13, Their Clothing Habits." The "stage" level basis in clothing projects and programs came into existence.

First to take place was a revision of the clothing projects. Clothing instruction bulletins were written to recognize changing body proportions, limited experience and vocabulary, changes in muscular development, and hand-eye coordination. Units were based on what the member was like physically, socially, mentally, and emotionally.

Member interests were considered. Too early and too strong emphasis on minute detail, accuracy, or requirements that involve a long interest span might result in complete loss of interest and dropouts.

Since this approach was initiated in 1951, Connecticut clothing enrollment has increased from 1,970 members to 3,331 in 1960. In the first 2 years the program was in effect, clothing enrollment increased 66 percent while other projects increased only 25 percent.

## Further Revisions

In 1955, because of the success and acceptance of the clothing program by members and leaders, Connecticut decided to redevelop other projects.

The foods and nutrition, home furnishings, home management, garden, poultry, and junior leadership projects were written in line with needs, interests, and abilities of members. Members, agents, local leaders, and local committees all were involved in the redevelopment.

Results were good. Dropouts at the end of the first year declined in these projects by almost 5 percent. Mem-

bers age 15 and older increased by 2 percent.

Local leaders, county 4-H club committees, and professionals accepted the value of a three-level approach. The age differentiation was made: "4-H'ers, 9-13;" "4-H Teens, 13-15;" and "4-H Seniors, 15-21."

To do a worthwhile educational job, local people should be involved. This is imperative to insure understanding, learning, and acceptance.

## Success Factors

Success depends on several factors: A well-trained staff of 4-H club agents and specialists who understand and accept the importance of child development as it applies to the development of 4-H projects and programs.

Local leaders who first are trained in understanding the youth they serve.

Willingness on the part of all to involve youth in program planning, accepting them as individually different, growing, dynamic, self-realizing humans progressing toward adulthood and maturity.

When these are firmly established, we look forward to continued changes in programs based on problems of youth.

## RESEARCH CHALLENGE

(From page 119)

Although the importance of knowing the basic needs of youth, and recognizing these needs in planning, programing, and carrying out 4-H club work have been stressed frequently during the past decade, they need to be considered again.

Our country and the world of today need more than inspiring leadership, outstanding creative scientists, and other workers. They also need an educated and sincerely devoted population which includes all those who never become leaders, inventors, or creators. By recognizing the basic needs of human beings and the cultural patterns of our society, almost all of our population can be led toward their optimum development.

4-H club work should contribute what it can to this ideal situation. Its rules, regulations, and suggestions should fit the needs of youth just as much as the needs of the organization.

# New Dimensions of Citizenship

by WARREN E. SCHMIDT, *Coordinator, International Farm Youth Exchange, National 4-H Club Foundation, Washington, D. C.*

**T**HE 4-H international program— is it an extra-curricular activity or a vital part of today's 4-H program?

Only a few years ago citizenship principally concerned community, State, and nation. Today's citizen must act with responsible concern for all mankind if our society is to survive. He must know and understand his neighbors. He must join them in cooperative efforts for mutual growth and development. No other aspect of our lives is as significant.

An educational program, such as 4-H, has a particular obligation to help meet this need.

The 4-H club program has been successful because of its adaptability. It has met the changing conditions and needs of our society. Today our most important need is to learn to live with security and freedom in a fast-changing, interdependent world community.



On or off their posts at the World Agricultural Fair in New Delhi, India, Ferdinand Thar, Michigan 4-H'er, and Sharad Phatak, India Young Farmer, demonstrated international citizenship.

Look at a few facts about our country and the world.

Improvements in transportation, communication, and education are shrinking our globe. People in distant lands are closer to us today than some Americans were a few years ago.

## International Relationships

Economically developed countries have become increasingly interdependent. Many strategic defense materials must be imported. One-sixth of all U. S. agricultural production (10 shiploads a day) is sold abroad.

A wide gap exists between developed countries and the "have-not" nations. The U. S., with about 7 percent of the world's population, has half its income. The average individual income in the U. S. per year is \$2,000; for  $\frac{2}{3}$  of the world's population it is only \$200.

A revolution, based on rising expectations, is growing in the developing countries as they learn of the progress made by others. And two opposing ideologies court these countries.

These facts should lead us to one conclusion. Living in today's world requires a new dimension of citizenship.

The task is clear. First, we must live by our ideals so that we may earn the respect of other people. Second, we must communicate with other people so that good will and mutual understanding will prevail.

The first task has always been a primary 4-H objective, but today's world emphasizes its increasing importance. With increasing vigor, the 4-H movement has turned its attention to the second task.

The International Farm Youth Exchange (IFYE) is recognized as one of the most effective educational exchange programs. During the past 13 years, almost 2,400 young people have

been exchanged as IFYE's between the U. S. and 60 other countries.

Through IFYE, millions of people in this country and abroad have gained a clearer image and better understanding of their world neighbors. Some 20,000 families have adopted sons or daughters of other lands.

4-H type rural youth programs have spread to some 60 countries. These sister movements provide an excellent channel for international communication. Contact with most of these movements has been through IFYE and other 4-H People-to-People activities.

Increased recognition is being given to 4-H citizenship training including its international dimension. This training is particularly appropriate for junior leaders and provides additional activities for the increasing enrollment of nonfarm members. Older members are representing 4-H abroad at conferences, fairs, and other international meetings.

There is a significant growth in the international dimension of 4-H project work. Judging teams are competing abroad. Project clubs are using IFYE participants, foreign students, and others for their project studies.

## People-to-People

The 4-H People-to-People program stresses six activity areas for new members to better understand their world neighbors:

- International exchange of people
- Pen pal correspondence
- Sister club exchanges of correspondence and materials
- Hospitality to foreign visitors
- International service projects
- Country study

The National 4-H People-to-People Committee proposes this goal: individual activity for each member and one group activity for each club. Several States have introduced individual 4-H People-to-People projects to provide incentive and guidance for members. The National 4-H Club Foundation provides 4-H People-to-People program suggestions.

The National IFYE Advisory Committee suggests that the impact of IFYE (See *New Dimensions*, page 132,

# let's take an EXCURSION

by PHILLIPS FOSTER, *Agricultural Economics Specialist, Michigan*

Not long ago the following article appeared in a Michigan newspaper:

Mason, Michigan—Twenty-one members of the Tomlinson 4-H Club went on an Excursion to India Monday evening . . .

Each member adopted an Indian name when he arrived, after which the flag of India was studied.

Indian music on a tape provided the background for a chicken curry supper . . .

Following supper, the club watched Excursion, a TV show designed especially for their meeting . . .

After the television program, Terry Brail led the club in a discussion of . . . the economic aid we give to India.

Hoo-Goo-Doo-Goo, an Indian game led by Judy Brown and Margaret Baily, concluded the evening.

This article from the Ingham County News describes the kinds of activities that teen-age dinner-clubs in southern Michigan have been en-

joying. During the past 2 years, the clubs have made Excursions to 14 different countries around the world.

## *Stirring Up Interest*

Often people comment, "I wish I had gotten interested in world affairs earlier in life."

As a result, we asked, "How do you get teen-agers interested in world affairs?"

Our answer, "You dramatize it. Have them adopt foreign names, eat foreign food, hear foreign music, meet foreign people. Then you'll be able to introduce them to foreign affairs and they'll be receptive to the idea."

Where do the groups get the ideas and materials for carrying out their dinner-club meetings? We mail them from our extension public policy project at Michigan State University.

Before the India meeting, clubs which let us know they intended to "take" the Excursion to India were sent a kit of materials.

The kit included name tags, boys' and girls' names written in Hindi,

along with the pronunciation and the translation in English. Also in the kit were recipes for a complete Indian meal, a problem to discuss, background information on the problem, instructions for playing the Indian village game, a half-hour of Indian music with an explanation of it on tape, and other ideas.

We suggested that clubs meet on April 18 so they could take advantage of a television show on the university station from 7 to 7:30 p.m.

On the show, designed especially for these club meetings, we interviewed Indian students studying at Michigan State, watched one of them demonstrate classical Hindu-style dancing, answered telephoned questions (some long distance) from various clubs, and introduced the problem which the clubs were to discuss.

One club, meeting in the studio, helped the foreign students and adults on the show direct their material to the teen-age audience.

## *Hoped-for Influence*

We feel that an expanding percentage of our citizens must become increasingly concerned about the development of international affairs and about the steps which they can take to influence favorably the course of history. Excursion offers a method for using university resources to work directly with teen-agers to intensify their interest in and knowledge of world affairs.

When the first Excursion took place, 400 teen-agers participated. They were organized into 24 clubs in 10 southern Michigan counties. Now we have a regular monthly "attendance" of 600 teen-agers in 56 clubs covering 20 counties.

Visiting a variety of places around the globe has given us an opportunity to explore a broad cross section of world affairs. We have been able to stimulate considerable interest in the discussion problems and have been rewarded by comments like this one received after our Excursion to Brazil. ". . . We didn't realize that there was this problem in Brazil. We discussed it for an hour and a half . . ."

When you're thinking about programs for older youth, remember that ideas are free. This one was successful in Michigan. Why not try it?



ressed in native Japanese costumes and eating Japanese food, this teen-age dinner-club studies world affairs via the TV show, Excursion.

# Nutrition Projects

## Modern as Tomorrow

by SUSAN C. CAMP, Extension Nutritionist, Florida

**A**RE your nutrition projects as modern as tomorrow—or as outmoded as a sulphur and molasses spring tonic?

Florida nutritionists and 4-H staff, together with Dr. Evelyn B. Spindler, FES nutritionist, evaluated our 4-H nutrition educational methods in 1956. Findings led to modernizing our 4-H projects, adapting them to the youth of today.

In this evaluation we considered such questions as: Does our 4-H food and nutrition program consider the age, interest, and ability of the girl or boy? Is each unit built around the interests of members of that age and is the difficulty of the subject matter increased? Are projects too technical? Is our program planned to educate boys and girls? Are we using modern ways of judging? Does our program include aids for leaders?

### Critical Analysis

After discussing these questions on program, we turned to our 4-H food and nutrition project books for members. We checked for readable type, readable writing, illustrations, layout, size, color, organization, and check sheets vs. score cards. Then we took a close look at subject matter content.

Interspersed throughout this evaluation were discussions by Dr. Spindler on the developmental phases or tasks of 10-12-year-olds, 12-13-year-olds, and teen-agers and the application of these in programs and projects for youth. This helped us see how to modernize our program.

With our problems or weaknesses identified and clarified and our needs defined, we roughed out a plan of action—why, what, who, how, and where. The “who” involved other State staff, county staff, 4-H leaders, and club members.

We decided to find out more about

the boys, girls, and leaders with whom we work. So we went to club members, leaders, and agents with two sets of questionnaires—one for members and one for leaders. We wanted to find out the food patterns of Florida families, what members are now doing in food preparation, and what boys and girls want to learn.

One discovery was a significant difference in what leaders thought members would be interested in and what members said they were interested in. Another was the high proportion of youngsters who wanted a project on quick and easy meals.

This exploration with members and leaders told us three concrete things we needed to know before writing a nutrition project: what foods each age group was preparing, what they wanted to learn to prepare or know more about, and the type of foods project each age group wanted to take.

This led to preparation of “Picnic Meals” for the 10-12-year olds, “Snacks” for the next age group, and “Outdoor Meals for Senior Boys and Girls” for those 14 and over.

### Pretesting Drafts

A committee of agents from the counties surveyed reviewed the project and leaders' guides. Re-writing was carried out by the nutrition specialists according to suggestions made.

Each project was mimeographed and distributed to the same counties for a field test by the audience who would use the publications. When these projects and guides had been “put to the test” by members and leaders, we surveyed each group for ideas as to strengths and weaknesses.

We clarified such things as: whether the requirements were easily understood and easy enough for completion; the content and organization

of material; suitability, cost, and ease of preparation of recipes; and suggested teaching methods in the guide.

“Picnic Meals” became available in 19 counties in 1958, “Snacks” in 1959, and “Outdoor Meals for Senior Boys and Girls” in 1961. Countless expressions of their freshness and appeal reach us every time we train members, leaders, and agents.

### Leaders' Reactions

At a recent leader training meeting, we discussed the why's of Florida's new projects, how they developed, whom they were for, and what they were about. As leaders looked through the projects they could see what they contained—science adventures, nutrition geared to what these foods and nutrients meant for me, food buying, applied management, food preparation, meal planning, courtesies, safety—all intertwined.

Experienced leaders said, “This is different! We always thought of foods projects as food preparation and club meetings as food demonstrations. These give us a variety of things to do and teach.”

New leaders said, “We thought of foods and nutrition projects as food demonstrations. We thought we were coming to hear and see just another foods and nutrition talk. This is inspirational!”

We think this method of developing nutrition projects has defined strengths. First, involvement motivates people. Secondly, a variety of interests and desires of the varied age groups received consideration. Third, application of the developmental tasks in our choices of leading activities and experiences (picnics, snacks, outdoor meals) made “good nutrition” fun. Fourth, we believe we have built our nutrition projects around personal goals of the varied age groups.

Application of these concepts to learning, the social action procedure and the rules for readable writing produced nutrition projects that inspire Florida youth to make desirable changes in their nutritional behavior.

As modern as tomorrow in content and appeal, these sharpened educational tools are sound investments of time, money, and energy.



# Home Management Works for Young Members

AUDREY G. GUTHRIE, Home Management Specialist, New Hampshire

MAKING work easier and more fun! This is no advertising claim. This is New Hampshire's new 4-H Home Management project.

The new project, Making Work Easier and More Fun, was developed by club members and the 4-H Home Management Committee. The committee was made up of State and county extension workers and 4-H leaders.

The project was designed to help members understand and use the management process (without using technical terms), to understand and apply principles which make work easier, and to promote the overall purposes of the 4-H program.

## Project Planning

The Home Management Committee decided the project would emphasize planning a job, carrying out the plan, evaluating results. 4-H'ers would be encouraged to work toward improvement rather than perform a good habit. Evaluation by the 4-H member was stressed.

Terminology was kept simple. The 4-H management process, family needs and values, resources — were listed as discouraging.

The project was geared toward teaching principles of how to make work easier rather than how to do life jobs. The job (or jobs) selected would be tools to teach principles. The club member would be encouraged to apply these principles to the problem facing the Home

Management Committee was to select a tool to teach principles of making work easier. They realized a 4-H club member would be more attracted by a job she liked than one she disliked.

A questionnaire was sent to 15 or 20 club members in 9 counties. Each member was asked to list the household jobs she helped with at home, name the job she liked best, and name the job she disliked most.

The 154 girls who answered the questionnaire listed 36 jobs they helped with at home. The three best-liked were: preparing meals, ironing, and cleaning the girl's own room. Most disliked jobs were: washing dishes, drying dishes, and making beds. Ironing and cleaning the girl's room were selected as the jobs to introduce the project.

Making Work Easier and More Fun was developed around the importance of planning for improvements in a job. The project stressed a simple idea: One must be willing to change if she wishes to improve.

## Pretesting Arranged

The newly written project materials were pretested in a Rockingham County 4-H club in 1960. Other 4-H leaders in the State reviewed the proposed materials and offered valuable suggestions for improvement. And the Home Management Committee members approved the final draft.

The record sheet was designed for the member to report how she had made her job easier, as well as what this project meant to the girl and her family. This was to be another way of getting at the project's contribution toward accomplishing family goals.

Agents requested training in this project for their conference in September 1960. They felt this training was helpful in developing an understanding of the project, skill in teaching methods, and enthusiasm for launching new project materials. Training developed into a workshop, with the agents presenting short demonstrations.

Agents, leaders, and members all have reacted favorably to the project, Making Work Easier and More Fun. They feel the materials are easy to read and understand.

More leaders are teaching the project

in organized meetings just as they have been teaching foods or clothing.

Young members are grasping the principles of simplifying a job and applying them to other jobs. For example, nine members (ages 9 to 13) of one 4-H club enrolled in the project. They used ironing as the job to illustrate how work might be made easier. Later, three of these girls selected other jobs to make easier.

In Rockingham County, six or more members have given demonstrations in achievement day programs on how to make work easier.

We still are experimenting with this 4-H project. We feel there is genuine interest in the project, that participation will grow, and that quality of home management project work will improve.

## 4-H POTENTIAL

(From page 117)

4-H potentiality a club program has to stir scientific inquiry. A 4-H'er can begin to understand that there are no final answers in the field of science, but that one seeks, through continuing inquiry, to gain in understanding.

Science programs are aimed to help a 4-H'er learn how to carry on simple scientific inquiry and to discover the satisfactions in it. Science in the club program can develop attitudes and approaches to problem-solving and can help 4-H'ers acquire abilities useful in conducting inquiry.

## Variety of Activities

Finally, an eighth advantage in the 4-H situation is the wider range of activities available than is usually possible in a school. By its very nature, the school must emphasize a largely required curriculum. The club program can provide a greater variety of activities. Youngsters may choose from the ones that seem closer to their current interests and concerns. If well-designed, this can lead to broader interests and more adequate understanding.

Of course there are limitations in the educational possibilities of 4-H club work. There are limitations in every institution.

But the positive values and potentials of 4-H club work are so great that we can look forward to even greater contributions.

# Pinning Down an 'Ideal' Club Plan

by PEGGY WILSFORD, Assistant State 4-H Club Leader, Texas

**W**HAT is an "ideal" 4-H club? What should be included in local 4-H club programs? How can we help leaders and members plan club meetings?

These questions, asked by Texas extension agents, prompted the State 4-H club staff to produce a guide for 4-H clubs.

The guide is called *Criteria for the 4-H Club Certificate and Seals*. It is intended to: give specific direction to the kind of 4-H club work for which we are striving in Texas and recognize 4-H clubs for the work they are doing.

What do agents think of the guide and the procedure for planning club meetings? Remarks such as these have been heard: Now we know what a club is supposed to be doing. We now have something definite that leaders can use.

## Planning Meetings

With the guide completed, the State 4-H club staff developed a procedure for planning club meetings. It was based on the requirements for a purple seal club in the *Criteria for 4-H Club Certificate and Seals*. Emphasis is given to a four-part monthly club meeting, planned a year in advance.

County agents first go through the planning process with organization leaders. Leaders can duplicate the method as they work with 4-H members. The organization leaders of each club then work with the executive committee of the 4-H club to plan the monthly meetings for the year.

A Calendar of Events and Seasonal Activities is given to everyone. These events and activities influence the kind of planning that is done.

A list of program suggestions is studied to give the club member ideas

of programs they may have. These suggestions are of interest to all club members, parents, and leaders. Subject matter information is not given in the regular monthly meeting, but in the subject matter groups.

When the executive committee decides on a program they would like to have, they check the calendar of events for an appropriate month. After agreeing on the month, they decide who could give the program and which member would make arrangements for it.

When programs for the year have been selected, it is necessary to plan the other parts of the meeting.

## Followup Essential

When the meetings have been planned, the ideas are presented to the entire club for adoption. After the programs have been adopted, members are given the opportunity to volunteer for different responsibilities.

Approximately a week before the club meeting, the organization leaders, executive committee, and all members who have a responsibility at the meeting should meet to make final plans. If this step is left out, the time spent up to this point may be wasted.

Mrs. J. F. Hill, organization leader in San Jacinto County, says, "This last step is a 'must.' Our club members call it a board meeting. We go over responsibilities and rehearse



Organization leaders and executive committee members plan club meetings a year in advance.

parts until club members feel sure in what they are to do. No one complains about coming to the meeting because they realize its importance.

For what kind of 4-H club are you striving in Texas? It is best to strive for a purple seal club. Such a club must meet nearly 20 requirements including:

At least 10 members.

Monthly club meetings, planned a year in advance, to interest 4-H members, parents, and leaders.

A 4-part meeting (inspiration, instruction, program, recreation).

Two local adult organization leaders (man and woman).

At least one different subject matter leader for each subject matter group.

Each member must have at least one active result demonstration (project) in agriculture, home economics, or related fields and be rolled in a subject matter group.

At least six meetings of each subject matter group.

At least 10 regular monthly meetings.

Each member must actively participate in at least one club meeting.

In 1960, the second year that certificates and seals were issued, clubs received recognition.

Our State 4-H staff feels that the guide and procedure are two of the most effective tools they have developed in "helping county extension agents to help adult leaders to help 4-H club members."

# Planning Dairy Calf Projects with a New Purpose

FRED N. KNOTT, *Extension Dairy Specialist, North Carolina*

RAISING dairy heifers for sale—4-H'ers in North Carolina are taking part in this new approach to the 4-H dairy calf project.

Firmly believing there is much for any boy or girl to gain through the opportunity and responsibility of raising a dairy animal, local leaders and extension workers are trying to make the 4-H dairy calf project more attractive.

## Breaking with Tradition

One step in this direction was taken by making top-quality calves available for use in the project. And profitable disposal of the mature animals has been organized.

Traditionally, the 4-H dairy project calf has become part of the family herd or a foundation animal to start dairying. Sometimes the animal was sold to a neighbor. But denying numbers of 4-H'ers actually engaged on dairy farms cause a real need for both securing quality project animals and sale of mature animals.

North Carolina is trying to involve the non dairy farm 4-H members in the project as well as to supply commercial dairymen with a source of family herd replacements.

Iredell County 4-H members have taken the lead in this activity. In the fall of 1958, 66 registered Holstein heifers were distributed to qualifying members.

The heifers were selected with the prospective buyer in mind. Practically all of the heifers were from farms with records exceeding 400 lbs. of butterfat and a majority were bred by proven bulls.

A local bank made loans available to 4-H members desiring to finance the project. Several members purchased two of the heifers but none bought more than two. The heifers,

all purchased out of State, averaged 12 months of age when delivered to the club members and cost \$200 per head.

The heifers were shown in the District Junior Dairy Shows for two seasons. All were bred artificially to proven bulls on the recommendation of local extension agents. Forty-three of the heifers were sold in a special Junior Project Heifer Sale in September 1960 for an average of \$395.

Iredell Countians and extension workers feel that the project was a success both financially and educationally. One parent at the sale remarked, "It sure looks good to see this quality of cattle raised by our 4-H members".

## Varying Emphasis

The 4-H members of Catawba County are now involved in a similar project with grade dairy calves that meet certain production requirements. The calves were purchased when 2 to 4 months old. The local junior chamber of commerce, in cooperation with extension, is furnishing guidance and financial backing.

In the northwest corner of the State, several counties have united in such a project. A local bank is financing the entire project as well as helping to secure animals and organize the activities of the group.

Extension workers in the area are placing special emphasis on rapid development of the animals. To encourage this, they require each project member to make monthly reports to the county office.

In September 1960, the calves were 17 months old and averaged 775 lbs. This group is planning their first sale in the summer of 1961.

While this type of project will not fit into every situation, on a limited



After winning high honors with his Holstein 4-H project heifer in a State show, Michael Reid sold the animal, realizing a \$40 profit.

basis it can benefit the 4-H dairy program as well as the dairymen of the State.

The ultimate value of this effort is not determined when the gavel falls and the auctioneer shouts, "Sold!" The experience gained by 4-H members in selecting an animal, securing and repaying a loan, feeding and managing the animal, and participating in related activities will be invaluable to his personal development.

## LEADERSHIP SUCCESS

(From page 122)

"Steps on the ladder of success are not made of our fellow men; the steps are made from lessons we have learned by working with other people. Many times, our ladder of success is made by helping others up their ladders."

"It's so much easier to take part in discussion when the leaders are your own age."

Director Henry Hansen of Connecticut has said, "Leadership does not develop as a 'general' ability. It emerges in a specific situation to perform a specific job." If this is so, we are sure that leadership has been developed at this training conference.

Certainly the ability of these young people has had an opportunity to develop; the desire to do further leadership work has been instilled; the preparation has been made. So not only the council members, but 450 other delegates have the opportunity to prove that ABILITY + DESIRE + PREPARATION = LEADERSHIP SUCCESS.

# LEADERS—

## Strength Behind a Successful 4-H Program

by RICHARD R. ANGUS, Assistant Olmstead County Agricultural Agent, Minnesota

**4-H** is really wonderful because there are so many opportunities to do different things." One of our older 4-H'ers recently volunteered this word of praise for our county's 4-H program.

Realizing that all club members do not enjoy the same type of activities, Olmstead County has developed a broad range of activities and experience for our 4-H'ers. A glance at the year's program reveals:

November—officer training  
December—junior leader Christmas dance

January—radio speaking

February—talent festival

March—4-H Week, dairy and general livestock judging

April—one-act plays

May—dairy judging

June—camp, tours

July—tours, softball, demonstration days, dress revue

August—county fair, softball finals

September—state fair, program planning

October—junior livestock show, achievement night

Can three extension agents conduct such a large 4-H program as a part of the total extension program? Yes! But only because adult and junior leaders carry out and achieve the goals of our 4-H club program. One hundred eighty-one adult leaders, 188 project leaders, and 225 junior leaders are making our program tick.

### *Assigning Responsibilities*

Several years ago, countywide 4-H committees were established to implement annual 4-H club events. Each adult and junior leader indicated his choice of committees and the 4-H executive committee (officers of the adult and junior leader council) made assignments.

Committees plan, carry out, and evaluate all countywide events. The

extension staff serves only as advisors. The committees and leaders assume responsibility for the events and can take pride in their accomplishments.

Dress revue is an excellent example of a functional committee. Members planned an evening revue for county fair. They designed the set and program, arranged for set materials and placed them, wrote and narrated the revue, presented a half hour TV program, and made display posters to publicize the event.

### *Training Is Vital*

Several tools are used to help leaders and officers carry on their local club program.

*Leader training*, both for new and experienced leaders, is carried on through bi-monthly council meetings. Recently a panel of four adult leaders presented training on "Planning for Learning," and "Learning through 4-H Judging Activities." These four had been trained previously through a 4-H leaders' institute presented by the State 4-H staff.

Questions about basic 4-H organization and philosophy caused the extension office to plan a series of meetings each year for new leaders. The training acquaints leaders with the county 4-H program and background of 4-H. It helps new leaders define their roles, relationships, and responsibilities.

Real learning in subject areas requires separate leaders who give *training through project meetings*. Providing these project leaders with an understanding of development phases and teaching methods, along with project instruction, has paid off.

*Local club program planning* is another useful tool. Each club is helped to plan and coordinate its yearly program. Leaders and officers of each club attend one of three district meetings. Program ideas,

countywide dates, mechanical aids in conducting meetings, suggest resource personnel for monthly meetings, and related materials presented.

Each club family receives a mimeographed copy of the yearly program.

Summer club tours are attended by the entire family and sponsored from the extension office. Member projects are viewed, ideas exchanged and helpful improvement suggestions.

Special home economics check days, and winter livestock tours held by some clubs. Club committees and their adult or project leaders plan and carry them out.

### *Special Attention*

Good club meetings are essential and local club officers can be leaders for their fellow members assist these officers in their rotation training session is held each fall.

Because we know older club members want to meet with their associates, we organized a junior leaders' group. Members 14 and above are eligible to belong.

In this group the junior leaders gain tips on how they can assist local leaders and members. They have special sessions on: "working ourselves," "working with others," and "career opportunities." Square dances, steak fries, and ice skating help round out a year's program for these older 4-H'ers.

A changing county 4-H program can be successful only when all members fully understand the changes. To keep 4-H families and leaders abreast of the program, the extension staff sends them a monthly newsletter. Better understanding and more participation in the county 4-H program have resulted.

So the strength of Olmstead County's 4-H program lies in the volunteer leaders who willingly accept responsibilities and capably carry them

## Key to Future Leadership

by VIRGINIA T. PINGEL, Sheboygan County 4-H Home Agent, Wisconsin

YOUNG men and women are a key group in future leadership of Sheboygan County extension and other programs. How effectively are we reaching them?

The Sheboygan County extension staff has been making a special effort in recent months to provide a richer program for and get more participation from the YM&W group.

### Measuring Potential

First, homemaker clubs were asked to help conduct a survey to find out how large our YM&W potential is. Clubs are located in each township of the county.

At a spring homemakers' council meeting, the survey and its objectives were explained to all club presidents. Members were asked to submit the name, address, marital status, number of children, and approximate age of people in their area between the ages of 18 and 30.

This survey brought in more than 1,000 names.

### Intensified Survey

Next, some of the people whose names were submitted were invited to a meeting to hear about the extension program and its purposes. These people helped compile a questionnaire to go to the others on our list.

This second survey asked for more direct information: name, address, occupation, age, number of children, residence (if farm—whether they

own, rent, or reside), percentage of income derived from farm, and any previous contact with the extension office.

The survey also included a checklist of areas of interest or help needed. Various topics in agriculture, home economics, and youth were listed. Space was allowed for other interests.

Over 500 questionnaires were returned; of these, 468 could be tabulated.

### Resulting Guidelines

Because 67.9 percent of the people surveyed had no previous contact with extension, we concluded that Sheboygan County needed to give special emphasis to this age group.

Other statistics were also useful in planning the YM&W program.

*Income*—72.6 percent of the people surveyed received no income from farming, and only 14.3 percent received all their income from the farm.

*Place of residence*—43.2 percent lived on farms; 18.6 percent lived in a rural area but not on a farm; 20.8 percent lived in villages; 17.4 percent lived in one of the three cities.

About 80 percent of the people surveyed were married, and most of these had young children. The families reporting had 300 children 5 years of age and 81 children in the 5-10 year age group.

Interest areas were also tabulated, and now each agent has a booklet showing names and addresses of people interested in various program

areas. These people can easily be contacted about programs of other organized extension groups and can be included in plans for special interest meetings.

Following the survey tabulation, eight of the young adults were asked to serve as the YM&W program planning committee. They were shown the results of the survey and told why Sheboygan County was emphasizing YM&W.

After two meetings, the group chose some general areas of wide concern which have been incorporated into the general countywide program since then.

Some of the needs expressed are being met through the use of mass media—radio, newspaper, and a newsletter.

Other needs are being met through invitations to already organized programs. For example, the county homemakers are stressing food buy-manship through the wise use of the meat dollar. Young homemakers interested in making the food dollar buy more have been invited to these meetings.

One area which received considerable attention was lawns and landscaping. As a result of the interest shown in the YM&W group, this subject has been included in the countywide program. Meetings have been held for the general public. Attendance proves that young men and women have a real interest in this area.

### Agents' Conclusions

Sheboygan County extension workers summarized and drew these conclusions from the survey:

Because of interest areas and family responsibilities, no new extension group needs to be formed.

The YM&W group should be encouraged to participate in special interest subjects in existing programs.

Many interests shown in the survey need to be incorporated into the existing extension program.

Representatives of the YM&W group need to be a part of future program planning.

Above all, the staff is more aware of the size and importance of this age group.

# Strong Community Support Means Strong Clubs

by GILBERT ATKINSON, JR., *Miami County  
Extension Agent, 4-H, Ohio*

WHY am I doing something that people in the local community could do and do much better?"

Did you ever ask yourself that? Well, I did about 5 years ago after spending an entire day in a futile attempt to recruit a 4-H leader. This led to the formation of groups we now call Parents Committees.

The duty of these committees at that time was: To make the 4-H organization within the township more effective by: contacting new club members, securing new advisors (leaders), assisting in organizing new clubs, and helping advisors (leaders) conduct club activities.

At present, 12 functioning Parents Committees cover all but one area of the county. Their purpose: To help the youth of the community through the promotion of 4-H club work.

The Parents Committee should be "a booster committee" concerned with having the best possible 4-H program available to area youth. After analyzing the area 4-H situation (with the help of advisors, other parents, and members), these committees determine what needs to be done to make 4-H club work more enjoyable and educational. After this is determined, they work with advisors, parents, and members "to make the best better."

## Organization Method

A general procedure for organizing Parents Committees has been developed. The 4-H advisors in the community first discuss ways that a Parents Committee could strengthen their 4-H program. Then advisors agree on the parents to serve on the committee.

Finally, parents are asked to serve after advisors briefly explain possible duties.

When committee members are chosen, advisors consider: representation of all 4-H clubs in the area, previous interest shown in the club program, and contributions the parents might make to strengthen the local program. The number of parents selected has been between 6 and 12 for each committee, generally including married couples.

The county 4-H council member from the township or area serves as an ex-officio member of the Parents Committee. This coordinates activities of the 4-H advisors and Parents Committees and ties them in with the county 4-H council. In many instances all 4-H advisors will meet with the Parents Committee.

## Expectations Spelled Out

The next important step is a combined meeting of advisors and the newly-formed Parents Committee. The importance of this first meeting cannot be over-emphasized.

At this point the 4-H agent enters the picture to explain the far-reaching opportunities for strengthening the 4-H program and helping area youth. Both advisors and committee members must understand the opportunities and functions of the total 4-H program and the duties of each group. If they do not clearly understand the purpose of the Parents Committee at this time, the effectiveness of each group is greatly reduced.

The key word is "with." The Parents Committee must work "with" 4-H advisors and others.

What are the Parents Committees doing now to promote 4-H club work in our county?

- Securing advisors (leaders)
- Organizing new clubs
- Assisting with re-organization of clubs each year

Helping to plan and conduct local activities, tours, project work, community service

Enlisting new club members

Encouraging more adult participation

Developing greater cooperation among clubs

Assisting with county 4-H activities

Solving local problems

Expansion of our 4-H membership and program makes it impossible to perform many organizational, functioning, and maintenance jobs. The leadership developed by involving more people in a program and the added strength and support for the 4-H program cannot be overlooked as a sound educational venture.

We think the Parents Committee is the salvation for an expanded, quality 4-H program.

## NEW DIMENSIONS

(From page 124)

the IFYE program can be strengthened by giving greater attention to its value as a vehicle for encouraging and implementing other 4-H People-to-People activities. IFYE participants help to establish pen pal and sister club contacts.

Greater impact can be gained by taking advantage of the leader training potential of IFYE, such as using IFYE alumni to help develop 4-H citizenship and international program. IFYE alumni are already demonstrating that they have much to contribute beyond the traditional report on their return from abroad.

4-H graduates will certainly have opportunities for Peace Corps service. It has been suggested that Peace Corps teams could help to further develop 4-H type programs in developing countries. Such teams could be backstopped by the U. S. 4-H movement and could help to further implement the 4-H People-to-People program.

These are our opportunities to help wage the peace. The potential contribution of the 4-H movement can be crucial to the future of our free and democratic way of life. We must give these activities more than extracurricular status. The 4-H international program is a vital part of today's total 4-H program.



These 4-H'ers, about to begin a tour during their Citizenship Short Course, are briefed by Stanley Meinen at the National 4-H Club Center.

## Learning About Citizenship

MRS. LOANA S. SHIBLES, Knox-Lincoln County 4-H Club Agent, Maine

DREAM came true for a group of Maine teen-agers last fall when they attended a 4-H Citizenship Short Course at the National 4-H Club Center.

The National Center in Washington, D. C., used to be just something read about for most Maine 4-H'ers. Many of them had contributed to it through the Share and Care program from 1951 to 1959. They could only hope to see and enjoy this national center some day.

Last year some of them did see and enjoy it. About 30 Maine 4-H'ers took part in a 4-H Citizenship Short Course in October.

### Studies in Citizenship

The Short Courses are unique sessions for young people to study citizenship education for democracy. They are intended to help youth better understand, believe in, and practice responsibility in mutually helpful personal relations.

Young people in these courses are responsible for "learning by thinking out what we are seeing and doing." They are not on a guided vacation or personal award tour.

Maine 4-H club agents studied the citizenship plan, as set up at the National Center, during our annual extension conference in June. By Au-

gust final arrangements had been made to send two teen-agers from each county to the first official Maine 4-H Citizenship Course.

### Inspiration for Citizenship

The Citizenship Short Course, for experienced, older 4-H members, can contribute to the strengthening and improvement of citizenship education in 4-H programs.

The short course really starts when 4-H members begin to define their citizenship responsibilities before leaving for Washington.

In the short course, each 4-H member learns more about his government, gains a better understanding of national and world problems, and gains new insight in 4-H club work.

The true test of the values of such a short course is, "What happens after the 4-H'ers get back home?"

The purpose of the Citizenship Short Course is to help the individual 4-H'er and the "back home program." We shouldn't plan for nor settle for anything less.—V. J. McAuliffe, *Federal Extension Service*.

Our delegates were selected on merit and years in 4-H work. The National 4-H Foundation recommends that they be well into maturity—girls at least 14 or 15 and boys at least 15 or 16.

"The Meaning of Citizenship" was a 2-day course on "how we live with other people." Glenn C. Dildine, Foundation consultant in human development and human relations, led the course.

This course identified four key relationships in becoming good democratic citizens. As related to our group, they tied Maine teen-agers with: other teens in our group, grownups we work with, others in our nation, and others internationally.

"Our Citizenship Responsibilities in an Interdependent World" showed the group many phases of international relationships. Warren E. Schmidt, coordinator of the International Farm Youth Exchange (IFYE), guided us in this course.

### Visual History

Historical tours, under the guidance of Stanley Meinen, then assistant to the executive director, brought out the background of our present civilization and the foundations of our government. We visited the Lincoln and Jefferson Memorials, Iwo Jima Statue, Tombs of the Unknown, National Archives, Museum of Natural History, and the Smithsonian Institution.

We visited Mrs. Margaret Chase Smith, our State's U. S. Senator, a congressional committee hearing room, the Capitol, and the Supreme Court to study our present national government and learn about national ideals.

From flag raising to evensong, each day was filled with committee meetings, courses, tours, program planning, and recreation.

The Citizenship Ceremony, for which the entire delegation had been preparing during our week in Washington, brought our dream visit to a close.

But this was only the beginning of our citizenship behavior. From that point on, each delegate had the responsibility to return home and share his or her new knowledge and beliefs.

## DO IT BETTER

(From page 120)

especially trained to instruct others is increasing.

Thus, the special leader training support nationally in Automotive, Electric, Tractor, and Getting the Most Out of Your Sewing Machine has served as guideposts for furthering 4-H leadership development. The overall program involves federal and State extension specialists, 4-H staff members, district and county agents, industrial technicians and other sponsor representatives, and last but not least—volunteer adult leaders and 4-H members.

The combined efforts of education and industry are a splendid demonstration of, "We can do it better together."

## MANY THINGS

(From page 115)

interviewed more people. The program is dynamic. It is purposeful, yet has a different meaning as it serves the needs of individuals.

### *Changes for Progress*

Just as club work is "many things to many people" there are changes rapidly taking place in the program that will gradually influence it.

- The member's image of a 4-H club is changing. More citizenship training features will be added to the teaching of agricultural and home-making skills.

- Greater attention will be given to the problems of youth in different developmental stages.

- The use of multiple leadership is expanding rapidly, utilizing the competencies of more volunteers.

- The program is enriched as extension agents and specialists find new ways to incorporate more of the "why" as well as the "how" in project teaching.

- We will see greater attention given to "outside the home" and "off the farm" interests—for example, such new program features as career exploration, a study of the economic situation, public affairs, and community improvement.

Yes, 4-H club work is many things to many people, and we are facing challenging opportunities in youth work never equaled in the history of the Cooperative Extension Service.

# A MESSAGE FROM PRESIDENT KENNEDY



THE WHITE HOUSE  
WASHINGTON

March 4, 1961

4-H WEEK MESSAGE BY THE  
PRESIDENT OF THE UNITED STATES

My warm best wishes to each of you as you look forward to National 4-H Club Week, starting March 4. I would commend you especially for your achievements in leadership and citizenship. Through your emphasis on Head, Heart, Hands, and Health, you are making a valuable contribution to our country's welfare and progress. Your energy, ability, and perseverance - supported by parents, club leaders, and other public-spirited men and women - are a vital force in America's strength and growth.

Now 2-1/3 million strong, you are learning today to put science to work in your homes and on your farms. Tomorrow your training and experience will help you become leaders in your communities, States, and Nation. There you will have a great opportunity to help provide a more fruitful life for peoples at home and abroad, and to help other countries gain for themselves the peace and freedom they strive for.

I am sure we can count on you in 4-H Clubs everywhere to help us face the challenge that lies ahead. I have faith in the future as we plan and prepare for it together.



# Extension's Responsibility in Rural Areas Development

by E. T. YORK, JR., *Administrator, Federal Extension Service*

**D**URING the past year we have heard much about the need to maintain a high rate of national economic growth. This will assure the people of the United States a steadily advancing standard of living and lead to a minimum the number of our Nation's unemployed and underemployed.

America is blessed with abundant resources—but not uniquely so. Some other countries have comparable—perhaps even superior—physical resources. Yet our Nation has achieved a high standard of living because we have done a good job over the years putting our total resources—human talents and abilities as well as physical resources—to productive use. There is no better example of this than the great "success story" of African agriculture. Our ability to adopt fantastic efficiencies in agriculture has contributed as much or more than any single factor to the high standard of living enjoyed by Americans today. And Extension workers everywhere can be proud of the role they have played in helping our people produce so abundantly and efficiently.

## *Water Opportunities Ahead*

These efficiencies in our farming industry point the way to even greater development opportunities in rural areas. We have resources—both human and physical—formerly regarded in agriculture which are now available for other purposes.

Our failure to make full use of these resources is responsible, in considerable part, for the economic difficulties confronting many rural areas. Extension is in a position to make a significant contribution to the improvement of rural areas showing

varying degrees of economic stagnation. We have been working in this task on a pilot basis in some 30 States and Puerto Rico. Now we can expand our efforts as part of the Department of Agriculture's Rural Areas Development Program and in conjunction with the program being launched under the new Area Redevelopment Act.

## *Extension's Role*

Under the Department's Rural Areas Development Program, Extension has the responsibility of providing educational and organizational leadership to State and area development committees already in being or to be established.

Extension is expected to provide technical assistance and consultation in local committee operations, from the development of overall area economic plans to the execution of specific projects.

Extension is expected to have similar responsibilities in connection with the rural area phase of the Area Redevelopment Program, under the general direction of the U. S. Department of Commerce.

In this expanded effort to improve our rural communities, Extension's first task is to help local people organize to identify their problems and analyze their resources. This involves establishing community, county, or trade area development committees or councils. These should include representation from all organizations, agencies, or groups (both public and private) interested in or in a position to contribute to a development effort. Subcommittees might be formed to deal with specific phases, such as agriculture, industrial development, recreation, and tourism.

Careful inventories would be made of the area's resources. A survey of the people—their educational level, skills, and experience, will reveal the labor resources available for further development of agriculture or industry.

The inventory would also include characterization of the area's physical resources—land, minerals, water, forests, etc. Associated with this would be a survey of the agriculture of the region—the volume of crops and livestock which could be used as raw materials by processing industries or marketing firms. Important, too, would be an evaluation of opportunities to expand an area's agriculture.

Extension, with other agencies, can assist local groups to analyze these resources and develop plans and programs so they can be channeled into their most productive use. Finally, we can provide specialized educational assistance in making available the latest results of research to help these local development groups attain their objectives.

## *Priority Program*

Secretary Freeman has said that Rural Areas Development has top priority among programs of the Department. We fully concur in the importance of this effort and believe that this program offers great opportunities for accelerating the economic development of rural areas.

Extension has a challenge and an opportunity to exercise a distinctive leadership role and render great service in this effort. Let us accept this challenge and move forward in implementing this program with all the resourcefulness at our command.

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## Chicken Every Sunday

On any other day if you want it. Not long ago it was a real treat to have fried chicken on the table. It was available only during the late summer months. There was a time, too, when the promise of two chickens in every pot indicated status or well-being.

Fryers or broilers are no longer a luxury. Because of tremendous increases in the efficiency of production, broilers can now be classified as an everyday item on the dinner table. They are now one of the lowest priced meats in the retail market.

Geneticists gave consumers the quick-growing, tender, plump, compact chickens they wanted.

Nutritionists did their part, too. They discovered new growth-promoting ingredients and combined them to get high-quality broilers faster and at less cost.

As a result, we get a 3 lb. bird in 8 weeks. Whereas, 20 years ago it took 14 weeks. Feed costs were cut also. In 1940 it took 4½ lbs. of feed per pound of broiler. Now it takes only 2½ lbs. of feed.

During the same time, husbandmen, engineers, and pathologists added their efforts. By improved housing, mechanical feeding, and disease prevention, we can raise broilers in larger flocks. One man can now grow 20,000 to 30,000 broilers at a time and handle five broods a year.

The processors and merchandizers added their bit to the chicken story. Consumers can now get chicken cut up, packaged ready-to-cook, and even ready-cooked. Chicken has become as convenient and much quicker to serve than most meats.

Chicken is more than good eating. The modern broiler contains an amazing wealth of essential nutrients.

An average person can get practically all his daily protein needs from a 1-lb. serving of broiler meat. The same portion also contains gen-

erous quantities of other essential nutrients and vitamins—calcium, phosphorous, iron, thiamine, riboflavin, and niacin.

Government grading and inspection assures the consumer of the highest quality and wholesomeness. Processed with modern equipment and under strictest sanitary conditions, broilers meet every specification demanded by the consumer.

### Consumers Benefit

What does this mean to consumers? Chicken is a healthy, convenient-to-serve food. Yet, chicken prices have gone down an average of 1 cent per pound per year since World War II.

Out-of-season broilers right after World War I were selling for a dollar per pound. During World War II broilers sold for less than half that amount. In 1960 the price to grow averaged about 17 cents per pound live weight. This frequently results in weekend sales of ready-to-cook chickens at 29 cents per pound to consumers.

In 1950 each person (man, woman, and child) ate 20 pounds of broiler per year. By 1960 this had increased to 30 pounds. Some predict it will reach 40 pounds by 1970. Surely this indicates the consumer is getting what he wants.

U. S. Department of Labor statistics really show how the poultry industry has been working for consumers. In 1950 it took 24 minutes of factory labor to buy a pound of chicken. In 1956 it took 15 minutes; and in 1960 it took only about 12 minutes.

We have never been so well served for so little cost even though we feed more people and fewer farmers.

Are you telling America's greatest success story—the story of agriculture—to nonfarm groups in your area? This is No. 2 in a series of articles to give you ideas for talks, news articles, radio and TV programs, and exhibits.



Teaching Better Use  
of Donated Foods  
page 139

EXTENSION SERVICE  
*Review*

JULY 1961





# 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—work directly or indirectly to help people learn how to use 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 techniques for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agencies 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 home and community a better place to live.*

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## EAR TO THE GROUND

Seeing is believing they say. And we in Extension should know it's true.

Ever since the first demonstration plot, extension workers have been proving their point with examples. Adults and 4-H'ers alike respond to demonstrations and examples.

One of Extension's big jobs today is being carried out successfully with demonstrations. The program for distributing foods to needy people has stirred extension workers around the country to demonstrate ways these foods can be used.

These donated foods might as well be tossed in Boston harbor or some handier place if people don't know how to use them. Some agents in West Virginia (where our cover picture was taken) have reported that at one time folks didn't know powdered skim milk was good for humans. The donated milk was going to waste because recipients didn't know what to do with it.

West Virginia agents told me while I visited there recently that they are getting around this problem by setting up demonstrations using the donated foods at distribution centers.

The demonstrations are sometimes handled by home agents, more often by farm women club members. Marion County Home Agent Mar-

garet Rexroad trained leaders of welfare and charity groups to demonstrate commodity uses.

Demonstrations on the scene attract much attention and interest. Monongalia County Home Agent Katherine Stump reported that people cookies are a great hit. Other agents agreed that offering samples and recipes seems to convince people the products are good and useful.

Our lead story this month about Vermont's approach to this distribution of donated foods. In Green Mountain State, too, people were not familiar with ways to use the products.

Extension reacted with a special effort to explain the donated food program and use of the commodities. While another State agency handles distribution, Extension kicked off a radio, TV, newspaper campaign to inform the public. And they prepared a special leaflet of recipes and information on the nutritional value of the commodities.

Extension has been involved in this food distribution program to various degrees in each of the other States taking part. These are just a few examples of what is being done. DAW

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# teaching better use of Donated Foods

by MRS. KARIN KRISTIANSSON,  
TV Editor, Vermont

CORN mush! Why, I haven't had it since I was a child. I wish my wife knew how to cook it."

Jerry, our TV cameraman, looked with hungry appreciation at the fried mush, sizzling in a pan. The corn mush was a prop for one of our TV shows aimed at helping homemakers make better use of donated foods for needy people.

Jerry put into words what we already knew was a problem. Many Vermont homemakers knew little about some of these foods nor how they could use them to full advantage.

In March this year, we found out that over 12,000 people in Vermont were receiving the commodities. Little or nothing had been done to educate the women about the foods, to tell them how to use corn meal, dried eggs, skim milk, dried beans, etc.

Here was a challenge for our home economists. State Home Demonstration Leader Doris Steele started the ball rolling. She asked Andre Pitonyak of the Vermont Purchasing Division (in charge of the donated foods program in our State) if they could like extension to put on an information program.

Mr. Pitonyak replied that anything we could do would be highly appreciated and he assured full cooperation.

## Special Publication

Our next step was a meeting with representatives of the organizations concerned with the program. We then decided to issue a brieflet con-



Anna Wilson, extension nutritionist, shows commodity products on the Vermont extension TV program, *Across the Fence*.

taining information on the nutritional value of the commodities and listing recipes.

In May a 24-page publication was ready for distribution. It was written by Nutrition Specialist Anna Wilson in cooperation with members of the Vermont Department of Health, home demonstration agents, and other home economists.

The booklet, edited by our office of information, was printed and distributed by the Vermont Purchasing Division. They sent copies in bulk to the overseers of the poor, who handle local distribution of the commodities. The booklet was also available from home demonstration agents and local TV and radio stations.

## Mass Media Campaign

The first week of April we launched our TV-press-radio campaign. Mrs. Steele and Mr. Pitonyak were interviewed on extension's daily farm and home television program, *Across the Fence*. They explained the donated food program in our State and also told the viewers about the brieflet.

We followed with a series of TV programs. We showed our viewers various uses of dried eggs, corn meal, rice, peanut butter, and other commodities. All recipes were taken

from the brieflet, which was offered on each show to the viewers.

The theme of the TV programs, which lasted over 2 months, was *Low-Cost Meals*. This approach, we thought, would interest all homemakers, whatever their status. As Miss Wilson explained it, these foods are staple items found in most homes. However, with all the conveniences these days, many women do not use corn meal, make bread, nor try out new recipes for rice.

Through April and May we also supplied radio stations and newspapers with information on these commodities. The women's editor of Vermont's most powerful radio station became so interested that she did several feature stories on her own program about the brieflet and how the commodities were distributed in Vermont.

## Rewarding Reactions

The women showed their appreciation for the information by mail. One said she never before knew what to do with dried eggs. Another felt that the brieflet gave her a better chance to use the commodities and give her family new dishes.

Following a field trip, our nutritionist reported that women are accepting dried eggs for the first time. More than one letter has said that women had no recipes for using powdered eggs, etc., and wanted to know how they could be used. Our brieflet gives directions and recipes.

The overseers were cooperative and interested. One, explaining the need for information, said his own wife would not know what to do with some of these foods. Another, working with one of our home demonstration agents, discussed the brieflet and offered to hand out copies to each woman receiving the commodities.

In summing up the campaign, Mrs. Steele said, "This program has been an excellent example of coordination of several State and community organizations in solving an immediate problem of the people. Thanks to fast action and 100 percent cooperation from key State agencies, the Vermont Extension Service was able to reach thousands of homes and to help homemakers when they needed information."

# *“Investment Keys”*

## *for Effective Planning*

by GALE L. VANDEBERG, Professor of Extension Education and Assistant Director of Extension, Wisconsin, and OSCAR W. NORBY, Coordinator of Extension Program Planning, Kansas

**T**IME is not spent in program planning; it is invested.

Waupaca County, Wis., extension agents agree on this after taking part in a recent study under direction from the National Agricultural Extension Center for Advanced Study. The agents, their planning committees, and their long-time planning procedure were studied as part of an Experiment Station project.

County Agent Joe Walker commented during the process, “For the first time, principles of program planning have been made meaningful to me.” All three agents agreed the “keys” to effective planning are now available to all extension agents. They can be attained by developing an understanding of just eight principles of program planning.

Under the guidance of their supervisors and the State training staff, Waupaca agents invested enough time, prior to the planning process, to master the 16 conditions set forth within the eight principles.

“Basically,” says Home Agent Kathryn Tubbs, “any group of agents can develop a sound procedure—can ensure success, if they will bring about these 16 conditions. Lots of variations in procedures could be used, but the conditions are the real ‘keys.’”

### *Planning Principles*

The principles, in various forms, were given to extension graduate students from many States to analyze, support, criticize, rewrite, and adjust based on research and writings in social science fields and on experiences in extension work. Evidence indicates that they are practical and important in helping

agents develop successful planning procedures.

The eight principles and the conditions within them follow, along with a brief statement of procedures used in Waupaca County to bring about these conditions.

*Coordination and efficiency of the staff's efforts in program planning are enhanced when they have common insight into the process and common agreement on the objectives, procedures, and individual responsibilities for program planning.*

Waupaca County agents studied program planning at summer school. Then a series of conferences was held with State staff to develop understanding and insight. County staff conferences were held to develop and agree on an outline of the objectives, procedure, and individual responsibilities for the total planning process.

*The efficiency and effectiveness of the planning process are enhanced when there is a systematic overall design for committee structure and functioning and preplanning by the staff for each step in the process.*

A countywide committee of 28 was established as an on-going committee with specified tenure. Four subcommittees and four temporary trade-area committees were established.

Committee officers were elected to conduct the business and a system of county and community meetings was established. Planning sessions by agents and officers were arranged prior to each major step in the process.

*County program planning efforts are enhanced when the representatives of the county extension sponsoring agency un-*

*derstand and approve the process and its purposes and are involved in it from the beginning.*

Waupaca agents met with county extension sponsoring agents to explain the purpose and importance of long-time planning and gain their support. Sponsor agency members and the agent jointly identified program planning committee members and the agent chairman officially notified planning committee members of their appointment.

Agency officials took part in some of the planning meetings. The agency also sponsored a recognition banquet for the committee and provided for printing of the long-time program plan.

*The effectiveness of the program planning committee is enhanced when favorable attitudes toward the committee's activities are present among members of existing extension planning groups and county representatives of related agencies, and when their knowledge and suggestions are involved in the planning process.*

The agents explained program planning to representatives of related agencies, county 4-H and home economics councils, and agricultural organizations.

Representatives of related agencies helped identify committee members, provided background information, and acted as resource persons to the planning committee.

*The acceptance and the effectiveness of the efforts of the program planning committee are enhanced when, in the planning process, there is intensive involvement of local people who can represent the people of the county, along with the county staff and selected resource people.*

The countywide planning committee was involved in several county meetings, conducted community meetings, and did an individual study of county data. One hundred seven other local persons were involved on community subcommittees.

The agents and selected representatives of related agencies served

(See *Planning Keys*, page 150)



responsibility. Mutual understanding of the responsibilities associated with the position is also required. And equally important are self-confidence and competence to assume responsibility, awareness of one's own shortcomings, and aggressiveness toward professional improvement.

Lester R. Bittel agrees with these requirements in his writings: "What Every Supervisor Should Know" (McGraw-Hill Book Co., Inc., New York, 1959). He also says, "Most companies truly want supervisors to be full-time managers who think, feel, and act. . ."

To be able to "think, feel, and act" a supervisor must understand his areas of responsibility. He must have the authority to carry out his responsibilities, the right to make decisions, and the freedom to take action or require performance.

Today the conscientious extension supervisor is asking these important questions:

What exactly are my responsibilities? How well are these understood—by myself, my administrator, my colleagues? What areas give greatest difficulty to most supervisors? To me? What training do I need to overcome these difficulties?

There are no pat answers. They vary with the organizational pattern of the institution and its divisions, and also with the amount of authority delegated.

### Supervisory Areas

Supervisors and administrators in 25 southern and western State extension services agreed on a list of 32 areas of responsibility now considered essential parts of the extension supervisor's job. In order of difficulty each presented, these areas are in part:

Evaluating and helping county workers to evaluate county programs and results.

Helping county workers plan and conduct extension studies.

Helping county workers inventory existing conditions, visualize problems, analyze resources, and interpret the facts for use in program development.

Appraising county personnel and helping county workers to appraise themselves.

Recruiting, selecting, and placing county workers.

Helping county workers establish realistic objectives for the overall program and specific projects.

Helping county workers identify, select, train, and develop local leadership.

Helping county workers interpret and use extension study results.

Notice that experienced supervisors generally encounter greatest difficulty in evaluating county programs, helping agents plan and conduct studies in the counties, and helping agents identify problems in program development.

Have you felt that these were areas of greatest difficulty? How about the other responsibilities? Would you list them in this order?

### Meet Situations

Each supervisor will find different responsibilities difficult. Experience, training, and designated authority may all contribute to ability in meeting situations.

Thus, each supervisor would profit by determining and analyzing the responsibilities that give him difficulty, then developing a plan for increasing his competence in these areas. He would gain more from special training to help meet these pre-determined needs than from training conducted on the basis of sex or tenure in supervision.

Training and experience, however, are not Utopian answers to all difficulties. Let's face it—some problem areas just seem to persist.

Men and women supervisors with limited experience have difficulty coordinating or integrating agriculture, home economics, and youth work into a unified county program. Men supervisors, regardless of tenure, seem to have difficulty determining the real training needs and conducting training programs for county personnel. And all supervisors, regardless of sex or tenure, seem to have difficulty with some phases of programming, appraisal, and evaluation.

But let's also remember, problems and difficulties are the doorknobs of opportunity. Enthusiastic extension supervisors are grasping them and opening the way to even greater service and personal development.

## EXTENSION SUPERVISORS

cope with current difficulties

DR. MARDEN BROADBENT, District Director, and CLEON M. KOTTER, Editor, Utah

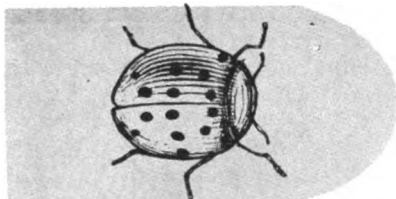
Editor's Note: The following is the first and in a series of articles on extension supervisors written by Dr. Broadbent and Mr. Kotter.

You, a county extension worker, may some day awaken to realize that you are a supervisor. Naturally, you will want to be among the best. Let's consider what makes a good supervisor.

A good extension supervisor is more than a "middle man." He is a person who knits together the whole organization of administration and county workers.

But he has problems. He may feel that he is simply a buffer between the administration and county workers. In then, being a buffer is not so good as being a supervisor without a real status.

To be a key person the supervisor must have behind him administrative confidence coupled with a willingness to delegate authority along with



## Quick response halts insect invasion

by CEDRIC d'EASUM, Assistant Editor, Idaho

LATE in July last year, a Jerome resident took a reddish insect that looked like a ladybug to Minidoka County Agent Bill Priest for identification. The discovery set in motion a combined city and country effort determined to protect a major industry.

The county agent believed the insect was a Mexican bean beetle, plague of the commercial bean crop. Jerome County and adjoining areas of Idaho's Magic Valley grow thousands of acres of field beans. For years the district had escaped the insect that had ruined crops in other States. Now it was on the doorstep.

### Call to Action

Identification was confirmed by USDA researchers. The State commissioner of agriculture immediately declared the Jerome vicinity an emer-

gency area and authorized the spraying and destruction of infested bean plants.

An intensive survey was begun the next day. Entomologists combed gardens in Jerome. Beetles were found in more than half the city.

Hugh Manis, University of Idaho entomologist, worked out a program in cooperation with the commissioner and USDA officials. They decided to spray infested beans and beans within three blocks of infestation with malathion, under direction of field men of the department of agriculture.

Step two was to pull the bean plants and burn them 24 to 36 hours after spraying. Then the ground covered by the infested bean plants was sprayed again. Finally, gardeners were advised not to grow beans on that ground for at least two seasons.

Spraying began the day the plagues were announced. Residents cooperated eagerly. All steps to the plagues were carried out.

The Mexican bean beetle did not spread to commercial fields.

### Cooperation Pays

Agent Priest said, "The most gratifying thing was the splendid cooperation of everybody. The garden owners, the produce handlers, the fieldmen, city and county officials, the bean commission, the State and federal departments of agriculture and the university all simply saw a job that needed doing and did it."

Periodic checks will continue in infested areas. Further control will depend on developments. As far as the 1960 season was concerned, the invasion was thrown back before it got started.

## Community Action stops rabies outbreak

by GEORGE D. PETERSON, JR., Imperial County Director, California

How are we going to stop rabies? This question was uppermost in the minds of Imperial County, California, health officials in the fall and early winter of 1959-60 as the county's worst rabies epidemic broke out.

That winter and again last winter, Extension played a key role in beating down the threat of this disease.

No one knows the exact number of animals that died of rabies during the epidemic, but it is conceivably in the thousands. Hundreds of people reported being bitten by animals.

In the first week of December the public was alerted by radio, TV, and news releases to the danger of rabies.

The county health officer called a meeting of community leaders, both rural and urban. This resulted in

the Imperial County Citizens' Action Committee for Rabies Control. Because extension workers and their knowledge of the county are well known, the county director was asked to serve as chairman.

### Coordinated Program

Formation of the Citizen's Action Committee for Rabies Control marked the beginning of an all-out effort to spark public awareness of the seriousness of the rabies outbreak and to control the epidemic. Extension, cooperating with the committee, organized a program of public education which helped rouse public cooperation.

The Citizens' Action Committee prepared and published 25,000 fact sheets on the epidemic. These were

mailed to every home, office, business establishment in the county.

Voluntary donations defrayed costs of printing and mailing the bulletins. Preparation, printing, mailing were carried out by the extension staff and volunteers.

Films on rabies and its control, furnished by the California Department of Public Health and the U.S. Public Health Service, were shown by the extension staff to community, civic, and private groups. The films were also shown on the two local channels and at schools.

Other public educational efforts involved daily news releases, weekly TV programs, and weekly radio programs. In addition, the farm home advisors gave many talks to community groups.

Community response to this tremendous educational program (See *Community Action*, page 14)



# The Greatest Show of Earth

by J. JOSEPH BROWN, *Herkimer County Agricultural Agent, New York*

PROSPECTS of attending the annual meeting of the National Association of County Agricultural Agents in Boston in 1957 were indeed pleasant. My wife and I looked forward to this because these annual affairs were interesting and inspirational experiences and because we would have the opportunity to visit some of our nation's historic shrines.

We did not realize that at this meeting something would happen that has made great changes in our lives, in our county extension program, and even in extension activities in other counties.

At this annual meeting our interest in the Seattle meeting the next year was aroused by vivid descriptions of proposed activities and the beauty to be seen in the Pacific Northwest. We decided to make the Seattle meeting our "vacation of a lifetime."

## *Awakened Interest*

Early in 1958, I had an inspiration to make a colored slide record of principal features across our country seen from a plane. The county committee authorized purchase of the film which I would use to get pictures of the trip to show at the annual fall meeting of our department.

I purchased a commercial booklet which described in simple language and tables, recommended procedures for taking amateur pictures or movies from airplanes. I then had my 1946 model 35 mm. camera overhauled and equipped with a skylight filter.

Then we carefully studied airline schedules and developed an itinerary with a minimum duplication of routes on the return journey and so that the most interesting places could be seen in daylight hours.

So on August 30 we flew across the United States. We had a brief

thunderstorm west of Buffalo, N. Y., slight haze over Michigan, and some cloudiness over northern Wisconsin and the Red River Valley. Brilliant, clear skies were our good fortune all the way to dusk at Spokane.

I snapped pictures of the rapidly expanding suburbs of Detroit and Minneapolis, the lake-studded farmland of Michigan, the predominantly dark green alfalfa fields of eastern Wisconsin's dairyland, the northern extension of the cornbelt in south central Minnesota, the mighty Mississippi and Missouri Rivers, the geometrically fallow-stripped spring wheat areas of North Dakota and Montana, and the awesomely vast, lonesome range areas. Whole States and widely different agricultural areas literally paraded 2 to 3 miles below our plane.

As the huge airliner thundered into the spectacular sunset, the twin-kle of lights from hamlets and farms in Idaho's already darkened mountain valleys began to appear. Then just before dark we looked down on the unique outline of Coeur d' Alene Lake, Idaho.

It was over Wisconsin's fertile fields I recalled that during the past years several of our leading farmers agreed they would be interested in a tour to Wisconsin. Then and there the idea developed that flying would be the most practical method of traveling to and from this State.

Halfway over Montana I was inspired to think that I had just seen the greatest show—the greatest entertainment of my life. That was

when I decided to call my slide show—The Greatest Show of Earth.

At the Seattle meeting I visited with agents from States we had flown over and learned more about the agriculture of these areas firsthand.

## *Adding Information*

Back home I decided to get some slides of farmland in our own county from the air to compare with other sections. A local farmer cooperator volunteered to fly me around in his small plane and I took over 40 pictures in the central portion of Herkimer County.

In order to develop my slide narrative, I needed more factual information. So I wrote to the directors of extension in all the States we flew over asking that they ask appropriate specialists to send bulletins or other material on the agronomic, farm management, public affairs, etc., aspects of the areas we flew over. The response was 100 percent and most appreciated. Literally a bushel of printed and mimeo material came from the state colleges of Washington, Oregon, Idaho, Montana, North and South Dakota, Minnesota, Wisconsin, Illinois, and Michigan.

This material helped me accompany properly selected slides with a discussion of the agriculture shown and the economic and other changes going on. Besides extension sponsored meetings, these have been shown to schools, service clubs,

(See *Greatest Show*, page 148)



Author looks over collection of information on agriculture sent by State extension services across the country.

# Labor Union Cooperation

## *School for Skillful Spending*

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

**I**N Utica, N. Y., last year 31 men and women spent an evening a week for 7 weeks at a consumer education school sponsored by the Community Services Committee of the Greater Utica Federation of Labor.

The purpose of the school can perhaps best be summarized by the following statement in an AFL-CIO leaflet on consumer education.

"It is virtually impossible to estimate the amount of money American workers could save through wise buying. It is safe to assume however, that many of the hard-won gains at the collective bargaining table are being lost or dissipated when the American worker takes out his wallet.

"Over the years, trade unionists have learned how to fight for and win the dollars they deserve for their labor. In today's complex society union members, as well as the general public, need to learn how to use their dollars to provide better lives for themselves and their families.

"The battle for a living wage makes even greater sense when dollars earned do not become dollars wasted."

The Utica school was a trial run for union-sponsored consumer education programs in many additional cities later. It was so successful that a similar course was scheduled by popular demand this past winter.

### *Agency Cooperation*

Faculty for the school was drawn from the Better Business Bureau, the district Food and Drug Administration, Oneida County Health Department, Legal Aid Society, Board of Adult Education and Vocational Education Division, Farm Bureau, Utica College, Mohawk Valley Technical Institute, and the New York State Colleges of Agriculture and Home Economics.

The Oneida County Extension Service was prominent among the agencies which cooperated in the project.

Included in the curriculum for the Utica school were discussions of family finances in terms of setting goals, and ways to stretch the food dollar while providing good, nutritious meals. The discussions of buying were extended to include clothing, furniture, appliances, automobiles, and homes and their maintenance. One meeting centered on borrowing money; sources and characteristics of credit; and a discussion of small loan companies, commercial banks, and credit unions.

For her lecture on clothing buying, a specialist from the College of Home Economics used samples of fabrics and readymade garments. The discussion of furniture buying was illustrated by the use of chair frames to show different kinds of construction.

Local lawyers and representatives from the unions conducted classes on legal assistance available to consumers. Local insurance agencies cooperated in presenting information.

### *Student Opinions*

Extension workers will be particularly interested in the results of a questionnaire distributed at the last session. This showed the following order of preference-interest-satisfaction with subjects presented: furniture, clothing, buying techniques (foods), health and accident insurance, buying techniques (general), life insurance, legal assistance, automobiles, financing education, small loan companies, commercial banks, fund-charity drives, home buying, credit unions, and appliances.

Asked what subjects they would like covered more fully, "students" listed the following in order of preference: legal advice, buying techniques, furniture, insurance, men's clothing, home buying, appliances, automobiles, health insurance, borrowing, credit unions, financing education, and "gyp" advertising.

A union member termed the consumer education course, "A wonderful experience. While all sessions were interesting, the most effective and useful ones were those on food clothing, and buying techniques presented by the (Oneida County) home demonstration department. The demonstrations and explanations will be useful every day of my life."

Another union member declared "Most sessions in the consumer education course were good and in many cases 'eye opening.' The 'meat' of the course was the sessions on buying techniques handled by the (New York State) Extension Service staff. More time should be allowed for this in the next course. I'm label conscious. No more impulse buying for me."

### *Guides for Extension*

On the heels of the AFL-CIO experiment came the report of a survey of union representatives completed by the staff of the New York office of Food Marketing Information for Consumers. This survey was planned to explore consumer education activities and food information needs and wants of selected labor unions.

One finding was that the Community Service Activities program in the labor press loom large as sources of consumer education for union members.

Union representatives contacted by the survey listed two main food interests of members: (1) getting the most money's worth—or saving on the food dollar; and (2) choosing nutritious foods for good health. Some of the representatives related nutrition problems to poor lunches eaten on the job and restrictive cultural practices.

The representatives indicated that union members would be interested in food prices and recipes, cost related information, convenience, food legislation to protect consumer interests, and ways of judging food quality. Less interest was evidenced in seasons and current supplies and very little in understanding the marketing system or farm problems.

The labor representatives favored the labor press as the most effective way to reach large numbers of members. They stressed the need for a simple but vividly written copy—pertinent to members' needs.

# Opportunities To Reach New Groups

by LEE McGOOGAN, Information Specialist, and MRS. MELVYN S. WHITEHOUSE, Assistant Home Demonstration Agent Leader, Maryland

Flexibility and imagination are important assets for today's home demonstration agent. Likewise she needs the ability to develop certain understanding among leaders. Both agents and leaders need to re-examine their concepts of traditional extension methods and their leadership roles.

The home demonstration agent needs flexible programs to meet the varied needs and interests of a rapidly changing population. She also needs imagination to explore audiences and methods for reaching them. It is important to accept the responsibility of developing programs for farm, rural nonfarm, and urban audiences.

## Discovering an Audience

In a strictly urban situation, Home Agents Margaret Holloway and Mrs. Martha Ross Andrews identified a new audience of working women right at their own front door.

Last year the agents moved into a new office building in Baltimore City. Approximately 2,000 women are employed in this building. The agents took steps to identify the extension program in Baltimore City with this group and make them aware of the educational program and its benefits. During National Home Demonstration Week, the agents and leaders in Baltimore City arranged an exhibit in the lobby of the State office building. It was truly a "spring panorama of modern homemaking" built around the theme, 'Today's Homemaker Has Horizons Unlimited.

Maryland Governor J. Millard Tawes cut the ribbon to open the exhibits in observance of the week.



Models are ready for the hat fashion show at the State office building cafeteria in Baltimore. Agents used this project as an entree with a new audience.

He commented with pride and satisfaction on the use of the lobby for this educational exhibit.

Dr. Paul E. Nystrom, Director of Maryland Extension Service, also attended the ceremonies. His remarks pointed to the exhibits which "showed the breadth, depth, and scope of today's homemakers' interests." Later in the week the mayor of Baltimore also visited.

One of the exhibits featured Alaska, Baltimore City's study area in their international relations program. Developing the theme Today's Homemaker Has Far Reaching Interests proved mentally stimulating and informative.

A clothing exhibit showed that—Today's Homemaker Sews with a Flair. Mrs. Robert Johnson, citywide clothing chairman, exhibited a basic wardrobe which she had made as a result of her work in the clothing program.

Other exhibits showed a wide range of interests. Appreciation of the art of homemaking was demonstrated through table settings and decorating with color and design.

## Exploiting an Entree

A feature of the clothing accessory phase threw the spotlight on hats—designed and created by homemakers. This exhibit of hats opened employees' eyes and minds to the extension program.

It proved to be one entree to this new audience.

Advance notice was sent through a letter to all heads of departments announcing that hat-making would be taught. Bulletin board announcements were prepared and as a result, 45 women enrolled and attended workshops over a 3-week period. Trained leaders and agents gave instructions on hat selection and construction after employees' work hours.

At the end of the classes, agents and homemaker club leaders and participants staged a hat fashion show. Individuals modeled their creations during lunch hour at the State office cafeteria. Miss Holloway identified the program as that of the Maryland Extension Service.

This effort to reach the 2,000 women working in the three State buildings is the first extension contact for the majority of these persons.

As a result of this venture, this new audience has become aware of what extension programs have to offer. The 1961 plan includes special programs in basic home economics information for this audience.

Through this get-acquainted enterprise, State office agencies are finding ways to work cooperatively. The State Health Department, the extension nutrition specialist, and the local home demonstration agents are working together to organize weight control groups in the building.

It's a short ride on highway 40 from Baltimore City to Frederick

(See *New Groups*, page 150)

# Refinishing Furniture Stretches Tight Budgets

by MRS. ESTHER B. ROSCOE, *Negro Home Economics Agent, Vance County, North Carolina*

WHY can't we learn how and re-finish our furniture?" This was a big question at the Vance County program meeting in October 1959. Our answer was to arrange a house furnishings project.

Those who helped plan the home economics program in the county recognized that wholesome pride in the home and its surroundings can lead to greater personal and family contentment and better family living. And they realized that a sound house furnishings program must be based on an understanding of the needs of individual families and their income.

In our county the average per capita income is \$460. It is important for the homemaker to stretch family dollars.

It is necessary to make the best use of materials at hand and know how to care for repaired house furnishings. This perhaps explains the appeal of house furnishings projects in Vance County.

To begin with, the group established two goals and two projects for their house furnishings program.

The first goal was development of leaders. Secondly, we intended that homes have nice furniture regardless of family income.

Refinishing furniture and making new furniture from old were the two projects.

## *Assistance with Workshops*

An antique dealer helped with a small workshop for our National Home Demonstration Week Exhibit. The exhibit created even more interest in our proposed house furnishings project.

Slides on making new furniture from old, loaned by the house furnishings specialist, were shown to home demonstration club women and

community development groups of the county.

Specialists helped plan a 2-day workshop. Women were invited to bring pieces of furniture to be refinished or restyled.

The agricultural and home economics agents worked together in this project. The local industrial arts teacher and two vocational agricultural teachers assisted.

On the second day we discussed stains and sealers.

The specialist, who was conducting a class on New Furniture From Old at the Annual Farmers and Homemakers Conference, selected some pieces to be exhibited there. Twenty-six pieces were displayed for 3 days at the conference.

The furniture was also put on display during the summer in the window of one of the local electric products dealers.

This has been one of the most successful projects in Vance County. Families have grown more confident in the area of house furnishings.

Four result demonstrations were conducted to supplement the workshops—two each on bedroom furniture and living room furniture. Some of the ladies asked for more help on other furniture.

The project has helped develop one or two leaders in each community trained to carry on the work with help from the agent.

Leaders have reported they are teaching others how to refinish furniture. They scheduled several workshops for early 1961.

The amount saved in dollars and cents by making the best possible use of available materials would probably be a pleasant surprise. But even greater returns are family satisfaction and pride in homes, surroundings, and family cooperation.

## COMMUNITY ACTION

(From page 142)

immediate, dramatic, and wholly effective. By mid-January reported animal bites and dogs submitted health officials for examination slowed considerably.

An important aftermath of rabies outbreak was a new rabies control ordinance. The county extension director was asked to assist in drafting this measure.

A permanent Rabies Control Council—first in California—was set under the new ordinance. At first meeting, the council asked county director of extension to form a permanent Citizens' Action Committee. A rabies quarantine, required by the new ordinance, declared in effect January 16, 1961.

The foresight of county officials drawing up the new ordinance dramatically illustrated when rabies struck again. Rabid dogs had spilled into Imperial County from surrounding areas.

A hard-driving campaign against rabies, stirred by the death of first human victim in Imperial County in 34 years, was launched by Citizens' Action Committee. The committee spread the word in English and Spanish by posters, churches, newspapers, radio, and Banks, barbershops, beauty parlors, farm organization offices, and schools. They received committee posters and churches.

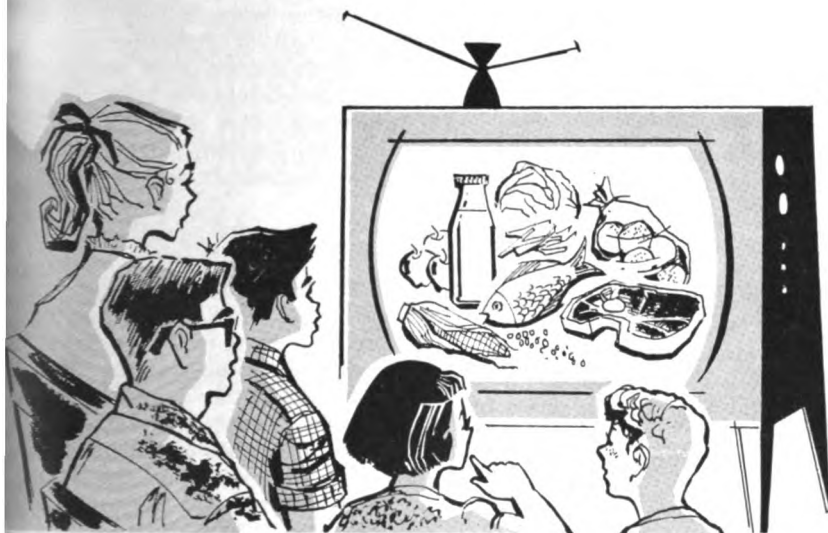
This last rabies outbreak rapidly controlled.

## *Leadership Recognized*

The measures taken by Imperial County to control the 1959-60-1960-61 rabies disease outbreaks resent what can be accomplished a community threatened with a serious health problem. Joint effort individuals, private and public organizations, and government agencies brought about swift, effective control of a serious situation.

The county extension service recognized as a leading community organization at the outset and led to spearhead the educational program. Extension was trained equipped to do a countywide job organizing the campaign.

# For Better Teen-age Nutrition



by **MRS. MARGARET MCKINSTRY,**  
Associate State 4-H Club Leader, Wyoming

In May 1959 our extension nutrition-ist handed me a booklet entitled Improving Teen-age Nutrition and said, "Let's do something about teen-age nutrition!"

The result was a series of television shows presented during March and April 1960 in Cheyenne, Wyo.

In October, as home demonstration agent, I wrote all the 4-H clubs in Fremont County about the condition of teen-age nutrition in the United States. I hoped to present a series on television and invited them to a meeting to discuss teen-age nutrition.

## Preliminary Events

At the meeting we discussed a tentative TV series—one I had worked out, subject matter wise, at Michigan State University in the summer. I also explained how to structure a TV show, the importance of talking people's language on the show, and animal experiments. Those present were asked to talk with their parents about making preliminary animal experiments.

Early plans included the Home Demonstration Council sponsoring a Teen-age Snack Contest. Contestants

were to plan a teen-age snack shelf. This tied in with one of the TV shows which was to be on snacks. We also conducted a breakfast survey among 4-H parents to find out why and how some parents are successful in getting teen-agers to eat breakfast. This, too, supplied material for a TV show on breakfasts.

At our second county meeting on teen-age nutrition a group of 4-H members volunteered to conduct animal experiments. The Research Nutrition department of the University of Wyoming provided us with cages, synthetic diets, directions, and white rats.

The project publicity chairman used the daily reports the 4-H members had kept for newspaper articles and Wyoming Stockman Farmer articles. Radio and newspaper coverage was planned before and during the series.

## Project Goals

Before starting the project we had in mind several objectives for the TV audience (both adult and youth). In general we wanted the audience

to become aware of the essentials for good nutrition.

Specific aims were for the audience to learn about: the basic four food groups, the effect of diet on growth and development, the importance and sources of vitamins and minerals, food additives and the labeling law, how snacks can contribute to daily food needs, and breakfast (the importance of a good one and just what a good one is).

When we took some experimental animals to the TV studio, we were immediately offered time on two programs—a homemakers' show and a children's show.

## Show Arrangements

The hostess of the regular program opened each show. I planned the programs and presented the participants.

Each show was structured to have the most important point emphasized at the 12th-13th minute; the second most important point came at the 2nd-3rd minute of the show.

We drew from several resources to put on our nutrition programs. In different cases I was supported by University of Wyoming specialists, research workers, 4-H club members, and homemakers.

## Program Planning

Subjects for the television series included: calcium, Vitamin A, Vitamins B<sub>1</sub> and B<sub>2</sub>, food additives, Vitamin C, teen-age snacks, breakfasts, and "gifts of good nutrition."

We planned to "talk the audience's language." Before beginning the actual TV series, 4-H members and I discussed what teen-agers want—"energy to do the things we want to do," "good looks," "to be one of the gang." This was the type of language used.

Planning was deliberate throughout the program planning. All those involved in the program were included in the planning. People who liked to be on television shows were chosen for that job.

We feel that this planning and aiming directly for our audience made possible the success of our program. Our record of write-in requests—1,100—proves to us that this was worthwhile.

# Evaluation Plan Weighs 4-H Programs

by L. L. PESSON, Associate State Club Agent, Louisiana

**H**ow am I doing? What can I do to increase the effectiveness of my program?

Agents want the answers to these questions. Supervisors and specialists are responsible for giving them answers. But in order to do this, they must have some method of evaluation.

Louisiana has developed an evaluation system for 4-H programs in an attempt to meet these needs. The general idea for the plan was suggested by our director of extension. The general format was adapted from the FES county program evaluation plan. The plan in use is a result of a research project conducted by the author for his doctoral dissertation.

The Louisiana 4-H evaluation plan is titled, A Standard of Performance for Parish 4-H Programs in Louisiana. Its primary purpose is to identify areas of strength or weakness in a parish 4-H program.

The plan may be used as a supervisory tool to systematically review the performance of agents as a basis for assisting the agents in strengthening their 4-H programs. Or agents may use it to conduct a self-evaluation program. The plan focuses on performance rather than personal characteristics of the agents.

## Evaluation Structure

The plan is structured into three units—program planning, program action, and program evaluation. Under each unit, major areas which are called "elements" are identified. Under each element, criteria are delineated. This forms the basis for evaluation.

In the plan there are 32 criteria, the standards by which the program is evaluated. Since all 32 are not of

equal importance, an overall rating for a program would be of little or no value. But, the important data which are identified show areas of strength and weakness within a program.

Information was collected from 15 parishes. These parish programs were evaluated as one phase of the study.

The second phase of the study was carried out by a sample of extension personnel in Louisiana. They rated each of the 32 criteria as to its importance. This procedure was intended to validate the criteria.

## Practical Application

The plan is now used by the 4-H district program specialists. These extension program supervisors have two principal responsibilities—training agents doing 4-H work in program development and evaluating these programs.

Results so far indicate that the plan is practical and feasible.

For example, E. W. Gassie, associate district 4-H program specialist, conducted an evaluation in one parish. He outlined, in a written report to the staff, a summary of the results of the evaluation indicating strengths and weaknesses in the parish program. On this basis he made recommendations for the agents to consider in working to increase the effectiveness of their program.

Some highlights of his recommendations were that the agents:

Make a formal time study to best utilize their services.

Consider steps to strengthen their 4-H project teaching program through their own volunteer leaders' efforts.

Intensify leader training efforts.

Intensify their efforts in program development.

These recommendations were a result of systematic data gathering making the evaluation ratings. Data were gathered from four sources. Statistics were collected on enrollment and participation. Interviews were conducted with the extension agents, selected 4-H leaders, and club members. Two 4-H clubs were served in action. And existing program documents were reviewed.

## Results Anticipated

The parish agents were involved every stage of the data-gathering process. As a result, they were surprised by the results. They were able to identify program strengths and weaknesses themselves.

Improvements in 4-H programs not yet known since the evaluation plan is being used for the first time this year. Subsequent evaluations will reveal whether or not improvements have been brought about through the evaluations.

## GREATEST SHOW

(From page 143)

church, Grange, and other organization meetings.

I firmly believe that this show helped reaffirm our pride in greatness, beauty, and majesty of our country. On many occasions I conducted the show by illustrating and rating or singing God Bless America.

I believe that this show had a very important part in stimulating:

- Three chartered flights with people to view agriculture of our county.

- A tour of 46 people by charter plane and bus to Wisconsin's dairy land.

- A trip by 22 farm leaders on regular air schedule to see government in action and research in Washington, D. C.

- Future trips, probably longer and more complex flights with layovers and side trips in more than one State.

- Better understanding of changing agriculture of our nation by many rural and urban people in our county.



## Reorganization SPARKS 4-H CLUBS

by JOHN W. CARTER, Associate Lawrence County Agent, Arkansas

CONSERVATION—when Lawrence County reorganized its 4-H club program, leaders and members were asked what they wanted in club work. Conservation was one of their answers.

The change from school clubs to community clubs was made in 1959. New literature, developed by the State specialist staff and closer leader supervision, made possible by the community club system, allow members freedom and guidance to select projects, community service programs, and activities to fit individual needs. Conservation projects have become more popular as members, guided by local leaders, have more to say about their needs in the program. Agents train project leaders at county meetings for different project setups and these leaders use the information to get action from their members.

### *Well-Rounded Training*

Since many members were taking conservation projects, Lawrence County took advantage of an opportunity in 1959 to arrange a conservation leader training workshop. Adult project leaders and senior 4-H leaders for all phases of conservation attended. The meeting was an all-day affair with classes for different uses of conservation, a pot luck dinner, and a cook-out for the evening.

Specialists from the Game and Fish Commission helped with a program on the habits and identification of animals and fish for those in wildlife conservation projects. A specialist from the Federal Wildlife Service showed why and how to control rats and other destructive rodents.

Extension specialists worked with the leaders on forestry and soil conservation projects. In the field of forestry, tree identification, growing trees for profit, and uses of wood products were discussed. In the soils department, leaders and members were instructed in judging the capabilities of soil by considering the texture, depth, internal drainage, and degree of erosion. The importance of soil testing in soil management and fertilization was stressed.

Leaders trained at the workshop took the information home and went to work in their clubs. Lawrence County is still seeing the results.

One of the senior members attending was recognized that fall as State winner in State conservation projects. Two members have planted small pine forests. Two community service programs and a county soils judging activity have also developed from the workshop.

In 1959 when Lawrence County was selected as a pilot county for a special soils promotion program, the National Plant Food Institute provided money for use in promotional

activities. Part of this was set aside as a prize for a 4-H club soil sampling contest. This allowed the clubs to perform another useful community service by spreading the use of scientific practices in their community.

All 12 clubs worked hard at the job. Powhatan, Strawberry, and Flatwoods Clubs caused the most soil sampling to be done. Each member in each of the three clubs made sure that samples had been taken from his own farm or garden as well as many neighbors.

### *Scientific Emphasis*

Over 400 samples were taken as a result of the 4-H club effort. This helped the county to send 2100 soil samples that year to the University Soils Laboratory. This was three times as many as had been sent ever before.

A survey that fall showed that  $\frac{3}{4}$  of the people that sampled made some change because of the test and the change helped their crop yields. Fertilizer used that year went up 25 percent, lime 23 percent, and the county enjoyed record yields of cotton and corn. 4-H efforts helped make this possible.

Another community action coming from the workshop was a rat control effort.

Due to the influence of the conservation training, a county activity in land judging was added. Leaders trained at the conservation workshop instructed their members in land judging and these entered the county elimination contest. The top four individuals then made up the county team which was coached by an extension agent for entry in district and State competition. This resulted in the second place team in the State in 1959.

The livestock team, chosen by similar methods, was awarded a trip to the Kansas City American Royal Judging Contest as the 1959 State winner and was second in Arkansas in 1960.

Through reorganization of 4-H clubs, Lawrence County has kept abreast of changing needs. A system that allows members, under guidance of local leaders, to express their needs should cause changes to occur in the future when they are needed.

## PLANNING KEYS

(From page 140)

resource persons to the program area subcommittees. State specialists furnished background information and procedural suggestions.

*The quality and quantity of the contributions from program planning committee members increase when they are provided with special orientation and an opportunity to delve deeply into specific program areas.*

County agents personally visited each committee member to ask them to serve on the planning committee and explain long-time planning to them.

The first and second county committee meetings were devoted primarily to orienting committee members. Subcommittees of the county program planning committee studied specific areas of the program.

*The effectiveness of the planning committee in developing an appropriate program plan is enhanced when needs and interests of the people are identified; applicable scientific, social, and cultural facts are involved; and the available resources are considered.*

Needs and interests of the people were the primary concern of each trade-area committee. Countywide committee members were supplied with factual material for study at meetings. Human and material resources for carrying out a program were brought into discussion with all committees.

*The effectiveness of the efforts of the planning committee is enhanced when they result in a written program plan which groups problems on a priority basis and includes long-time objectives, and when the plan is made known to professional and lay leaders and is used by the staff as a basis for developing annual plans of work.*

A booklet setting forth the long-time extension program plan for Waupaca County was published. Problems were listed on a priority basis for each program area. Program objectives for each area were included. The printed plan was distributed to news media and to

professional and lay leaders throughout the county. This plan is to be the guide for action plans of the county staff.

The researchers, through personal interviews with each committee member, found an overwhelmingly favorable response toward Extension and its efforts as a result of this experience.

A more comprehensive discussion of the eight principles and their importance is given in The Report of The Southern States Supervisory Conferences. The report, published in December 1960, may be purchased from the National Agricultural Extension Center for Advanced Study, University of Wisconsin, Madison, Wis.

## NEW GROUPS

(From page 145)

County. There Home Demonstration Agents Beatrice Fehr and Adele Miller are adjusting themselves and their program to new audiences, different emphasis, and a variety of ways to accomplish goals.

Prior to the program planning meetings held with leaders of the organized groups, club presidents and project leaders interviewed both members and nonmembers regarding their homemaking problems. Homemakers said that their greatest problems were time and management. Because these had priority, Miss Fehr worked with the leaders to plan a concentrated program in these areas.

Specifically, they are studying ways to develop better decision-making ability, improve skills in housework—especially laundry and housecleaning, and plan better storage.

The first 5 months of the study program for the organized clubs is built around the theme, Living Better on Twenty-Four Hours A Day, with specific topics—Time to Decide, Time to Start, Time to Cook, Time to Clean, and Time to Iron.

Along with the programs in organized groups, Miss Fehr is using mass media to strengthen the program and give information to nonmembers. Her weekly news column carries subject matter information and offers material from the county office. Miss Fehr has presented three television shows on time and management and

selected topics which have been carried to a special audience of young farmers' wives.

Another member of the county staff, Frederica Russell, and local club leaders are joining the effort to improve 4-H members' time management practices. They're studying easier methods of housework, proper equipment for each job. As a followup of last year's study of laundry and dry practices, they're studying professional pressing and ironing meth-

## Program at a Glance

Montgomery County Home Demonstration Agent Mrs. Catherine Rhoads and her leaders have developed an effective way of informing agent groups, and interested individual the on-going home demonstration program. The yearly program mimeographed in an attractive format which points the way to better living. It is distributed to any caller who inquires about information available.

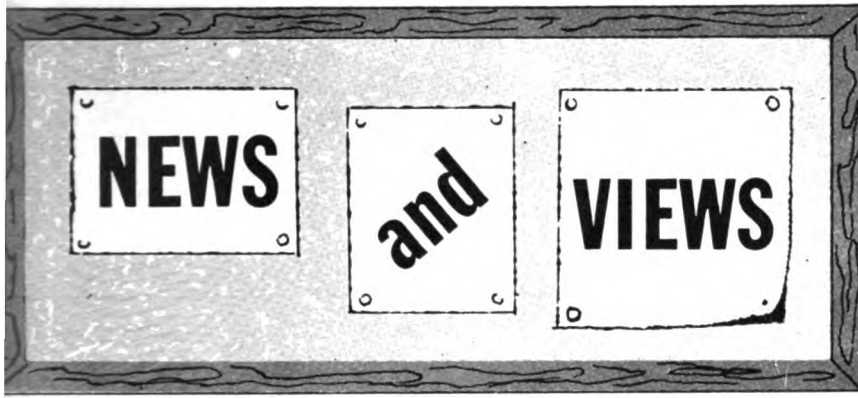
This year's program, developed around the theme, Help Yourself to Better Living, includes a block of subjects relating to use of time, energy, and money. Included topics: Credit—Trick or Treat, Better Cleaning, and Better Ironing. Activities planned to strengthen family living, activities planned for all family members in terms of achieving and maintaining good health, they include information on buying meat, weight canning and freezing vegetables, safety in the home, and Civil Defense.

No program in home demonstration work would be complete without emphasis on the homemaker herself—personality, grooming, and appearance. The Montgomery program provides demonstrations on better fitting garments, basic dressmaking techniques, and tailoring work.

In the "changing sixties" each extension agent needs to ask, "Is my mind set along traditional lines because this is the easiest way? Am I willing to stretch my imagination and research my audience? Are my present methods getting results in reaching more people with helpful information?"

Flexibility and imagination—these are an opportunity extension workers have to stretch their muscles. Stretch their minds, and their contacts.





## 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 1028 *Strawberry Culture—Eastern United States—Revised 1961*
  - F 1957 *Cauliflower and Broccoli—Varieties & Culture—Revised 1961*
  - F 2107 *Defense Against Radioactive Fallout on the Farm—Revised 1961*
  - F 2154 *Trout in Farm and Ranch Ponds—New*
  - F 2155 *Using Crop Residues on Soils of the Humid Area—New*
  - F 2156 *Safe Use and Storage of Flammable Liquids and Gases on the Farm—New (Replaces F 1678)*
  - F 2158 *Chemical Control of Brush and Trees—New*
  - F 2159 *Irrigating Tobacco—New*
  - F 2160 *Growing Blackberries—New (Replaces F 1995)*
  - F 2165 *Growing Raspberries—New (Replaces F 887)*
  - L 390 *The House Fly—Revised 1961*
  - L 488 *Cobalt Deficiency in Soils and Forages—How It Affects Cattle and Sheep—New*
  - L 439 *Cherry Leaf-Spot and Its Control—New (Replaces F 1053)*
  - MB 13 *Tips on Selecting Fruits and Vegetables—New (Replaces G 21)*
  - MB 16 *How Do Your Hogs Grade?—New*
  - M 856 *Food Costs, Retail Prices, Farm Prices, Marketing Spreads—New (Replaces M 708)*
  - F 2163 *Your Farm Lease Checklist—New (Replaces F 1969 & M 627)*
  - G 46 *Insects and Diseases of Vegetables in the Home Garden—(Revision 1961)*
  - L 278 *Tomatoes on Your Table—Revision 1961*
  - L 491 *Background on Our Nation's Agriculture—Revision 1961*
  - L 496 *Field Bindweed and Its Control—New*
- The following publication is obsolete and all copies should be discarded.
- F 2086 *Growing Pumpkins and Squashes*



Officers and board members of the National Association of County Agricultural Agents met with U. S. Department of Agriculture officials while planning for the annual NACAA meeting the fall. Left to right are: Carl E. Rose, Arkansas, NACAA past president; Roscoe N. Hipp, Maryland; E. N. Stephens, Florida; Joseph S. Thurston, Pennsylvania; B. H. Berweiler, Wyoming, vice-president; Frank J. Welch, Assistant Secretary of Agriculture; Wille L. Freeman, Secretary of Agriculture; Howard Campbell, New York, president; Philip F. Aylesworth, Program Relationship Leader, Federal Extension Service; J. B. Turner, Illinois; George L. James, Colorado; R. W. Schroeder, Arkansas; R. H. McDougall, Pennsylvania, past president.

### New Booklet Tells Soil Conservation Story

Help Keep Our Land Beautiful is the title of a new 16-page booklet printed by the Soil Conservation Society of America. This picture story, in color, of an American family during the United States portrays vividly one family's concern about the treatment of man's basic resource—the soil.

On their trip, the Webster family sees the effects of floods and soil erosion. They become interested in what is being done about protecting the nation's natural resources. Through visits with sportsmen, farmers, ranchers, foresters, and soil con-

servationists, they obtain a complete story.

Help Keep Our Land Beautiful is the fifth in a series of educational booklets distributed by the Soil Conservation Society of America. Through the cooperation of soil conservation districts, business firms, industries, and others, more than 3½ million such booklets have been distributed.

In demand by schools, youth, and adult groups, the booklets are designed to tell the story of conservation needs to everyone. Single copies or large quantities may be purchased from the Soil Conservation Society of America, 838 Fifth Avenue, Des Moines 14, Iowa.

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WASHINGTON 25, D. C.  
OFFICIAL BUSINESS

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PAYMENT OF POSTAGE. \$300  
(GPO)

# BEEF

is better  
than ever



**B**EEF is a better buy than ever before. Consumers are buying more beef today and are getting more for their money.

The average American eats more meat today than he used to. In 1935, per capita consumption of meat was 127 pounds. Last year, per capita consumption amounted to 161 pounds—including 85 pounds of beef.

With the American public eating more beef, consumers may wonder why beef prices aren't lower. Retail prices of beef include marketing costs, which have been rising gradually over the years. Part of the increase is due to the extra services, such as ready-to-cook meats, which today's busy housewife is demanding.

### Lower Real Cost

Despite these built-in services, the real cost of beef—in terms of labor required to earn it—is lower than ever. In 1921, it took an average wage earner 32.3 minutes to earn enough money to buy a pound of beef. In 1951, it took 30.9 minutes. But in 1960, the average wage earner could buy a pound of beef with the money earned for 19.4 minutes of work.

The fact that beef is a good buy is not the only reason for its popular-

ity. Another is that beef will fit any occasion.

A meticulous host looking for a "prestige" meat, a backyard chef wanting to use his charcoal grill, or a thrifty housewife seeking an economical buy for a large family meal—all look to beef. With its wide variety of steaks, roasts, ground beef, and stew meat, beef fits every need.

Another reason for beef's popularity is its taste. Beef is first choice for many people because they like it.

But beef is more than a good tasting food. It is a rich source of high quality protein, phosphorus, iron, Thiamine, Riboflavin, Niacin, and Vitamin B<sup>12</sup>.

Consumers are not only eating more beef today, they are also eating a better grade of beef. About 70 percent of all beef consumed is from the top three grades—Prime, Choice, and Good.

The "weight-conscious" public is showing a decided preference for juicy, tender, flavorful red meat with a minimum of fat. The cattle industry's ability to produce what the public wants is another reason for beef's continued growth in popularity.

Consumers want high-grade beef. And the cattle industry is providing it. They are furnishing a dependable

supply which is more uniform, tender, and wholesome than ever before. All segments of the industry have contributed to this accomplishment.

### Adjusting to Change

Revolutionary changes in our food distribution system since World War II made an impact throughout the beef industry. As the supermarket chains took over the retail meat trade, the need arose for mass handling of a uniform product at competitive prices. The result was specific buying of beef by the chains and a major reorganization of the packing industry.

The marketing emphasis on high grade beef and the need for cattlemen to counteract rising product costs gave impetus to improved breeding, feeding, and management practices. Producers are feeding more cattle before they are slaughtered, raising more cattle to maturity, turning more and more to meat-type animals capable of finishing at an earlier age, performance testing, and adding labor saving devices and systems.

Beef today is high quality. Animal scientists continue to uncover new developments which enable cattlemen to produce more tender, flavorful lean meat.

This all adds up to the fact that beef is good—and a good buy.

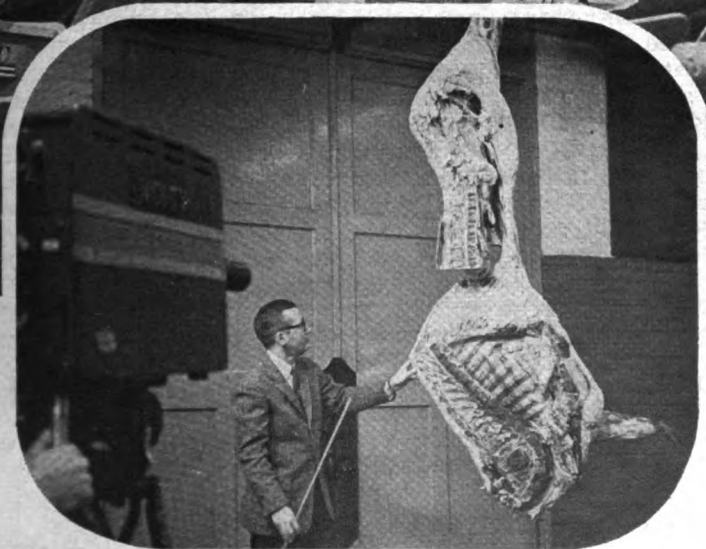
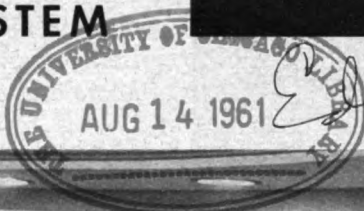
Are you telling America's greatest success story—the story of agriculture—to nonfarm groups in your area? This is No. 3 in a series of articles to give you ideas for talks, news articles, radio and TV programs, and exhibits.

32.8

AUGUST 1961

TV PRESENTATION  
TEACHES NEW  
MEAT-GRADING SYSTEM

Page 155





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—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 for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agencies 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 home and community a better place to live.*

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### EAR TO THE GROUND

If Mohammed can't go to the mountain, then let the mountain come to Mohammed.

Impossible? Not at all. In a sense that's what happened at the Midwest Livestock Marketing Conference at Ames, Iowa, last winter. Livestock men (and women), cattle buyers, meat handlers, and dealers never left their conference chairs, yet learned a new meat grading technique and judged cattle by it.

While seated in an auditorium, these people watched USDA marketing specialists explain the system and apply it to live cattle via film and carcasses via direct TV. Then the livestock conferees had a chance to practice grading in the same way.

Closed circuit TV no doubt has a place in extension work. For one thing TV can focus on one subject for a long period of time. And it can tie together visually such widely separated groups as this conference, a meat laboratory, and live cattle. It's a special tool with special uses.

Author Dwight Bannister (see cover and lead article) offers this report "to others in the Extension Service who are seeking better communication facilities for similar presentations."

This is not the first time heard from Iowa about TV presentations to a special group. They've successfully used the technique on occasions, annual conference for example.

In this age of specialization and automation it's not so surprising to see "livestock" brought to a full of judges rather than the way around.

Specialization certainly is a word in agriculture these days. and more farmers are turning to production of just one or two commodities.

In line with this, the Review feature specialization in the September issue. Articles next month will be woven around the theme—Extension Methods for a Specialized culture.

*Sequel:* County Agent J. J. Brown and his flying farmer doing it again. Last month, you recall, Brown told about his training farm people in the story, The Contest Show of Earth. This month kimer County, N. Y., farm and business folk are off for an air of agriculture in Minnesota, Washington, and Alaska.—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.

# TV PRESENTATION teaches meat-grading system



Participants in Iowa State University's Midwest Livestock Marketing Conference last February watched D. K. Hallett, Agricultural Marketing Service, present the new "dual" grading system for cattle, films of live cattle, and carcasses—all via TV.

by DWIGHT M. BANNISTER,  
Assistant Extension Editor, Iowa

CLOSED-CIRCUIT television gave prospective "livestock judges" front-seats and first-hand information on a new judging system.

More than 250 livestock men, dealer representatives, and meat processors learned how to establish carcass yield and grade for steers on-the-spot without leaving their conference chairs.

D. E. Tyler and D. K. Hallett of the Agricultural Marketing Service, Washington, D. C., presented the "dual" grading system for cattle at the Midwest Livestock Marketing Conference in Iowa last February. The dual system was developed by AMA marketing specialists in studies of more than 1,000 carcasses and live cattle.

## Program Outline

The television show had the advantage of being tied in with the lecturer on the auditorium platform. Motion pictures of live animals, and slides of the same animals in the laboratory.

After preliminary description of the dual grading plan in the auditorium, the television circuit was switched to the meats laboratory three blocks away. Then the laboratory switched out and the film of the live cattle was shown. At certain points the projector was stopped to allow viewers to study an animal. Judges graded these animals on

the basis of the motion picture sequences.

The program then switched back to the meat laboratory where the conferees saw and heard Hallett explain the origin and principles of dual grading.

After an hour and 45 minutes of the program (including the closed-circuit, live-camera TV segments) the livestock men successfully applied the dual system to grading live cattle.

The program was made possible by WOIT-TV, educational television station operated in connection with Iowa State University at Ames. Technical arrangements were made by Dale E. Larson, engineer-in-charge of TV, and Robert F. Phillips, studio operations supervisor.

WOIT-TV drove its remote truck to the door of the meats laboratory and ran cables inside. Advance preparations included running 1,600 feet of coaxial cable from the laboratory, over the tops of buildings and across streets to a distribution system in the auditorium.

The distribution system delivered the television signal to 11 standard television sets at key viewing points in the auditorium. Local telephone company technicians set up the audio connections.

One camera inside the laboratory handled the TV show, drawing its power from the remote truck at the door. Four 1,000-watt floodlights lighted the laboratory demonstration.

The chief engineer of WOI said cost to the station was between \$150 and \$175. The telephone installation cost about \$25.

He also noted that costs for another such conference could be cut noticeably. For example, two-way radio was used for continuous communication between the lecturer or motion picture in the auditorium and television in the laboratory. Telephones can be installed to do the same job at less cost.

Institutions interested in television presentations can usually obtain equipment and technicians through local commercial television services.

## Value Weighed

Robert Rust, meats specialist, pointed out that the TV cost is not out of line with expected costs of presentations at major short courses and conferences. Television provided unique educational opportunities, particularly where close inspection of the subject was needed.

Rust believes this is the first time TV has been used in teaching a new technique in meat grading.

He said the television presentation was more effective in teaching this system than anything else he has seen for this purpose. Television brought viewers close to a specific animal or carcass as if they were actually judging at the rail.

# Human Relations In Program Planning

by EDWARD V. POPE, *Federal Extension Service*

A GROUP leader frequently feels the need to direct the group toward goals he thinks are desirable.

Sometimes this makes sense, as when a father directs his small children to be careful of traffic. In ideal program planning, it makes less sense if it makes any at all.

A wise community worker once said that he based all his work on what people said they wanted to talk about. This is, in one man's opinion, the really sound basis on which to build a program.

That idea rests on a demonstrated principle of education—that we reach people effectively when we base our approach on their perceptions, the way things seem to them. This is in regard to the total situation they are in and in terms of their parts in it.

It rests also on a belief in the growth potential of a group, its inner capacity for harmony and productive efficiency, and its ability to reach that capacity by working together creatively.

## *Opposing Characteristics*

Sometimes it appears that groups want us to tell them what to do or to give them answers which, as experts, we are expected to have. The pressure is often intense, encouraging us to feel we are right in discounting the group's potential for self-direction and adaptation to change.

On the other hand, we are often amazed at the resourcefulness and tenacity groups display in dealing with knotty situations. Some extension groups plan programs well; others do not.

What process does a group go through while making good use of its powers? What distinguishes the effective program planning group from the ineffective one?

We wish we had definite answers to these questions, so important to our success as extension workers. We do have leads, derived from research and the experience of people, ourselves included, both as group members and leaders.

## *Group Learning*

The successful group learns to solve its problems through group decision and group action. In extension we say we believe in this, and we act as though we believe in it—sometimes.

Our behavior as leaders in program planning depends on what we want from and for the groups we ask to work with us. Do we merely want a program from the group, or do we want also an experience of growth for the group?

If only the former, we are satisfied with some ideas to work on. We can rationalize that these ideas represent group consensus. In reality, we suspect that the agreement is arrived at largely to hasten adjournment of an uncreative meeting.

Rarely can such a prelude lead to effective grappling with real problems. The group has learned merely how to stop meaningless fumbling by giving the leader what he apparently wants.

What did the leader do to discourage the group? Was he afraid he would lose his leadership if the group were given freedom to choose its own path? Did he indicate a lack of trust in those with less training, less experience, and fewer skills? Did he give the impression that he felt himself and other leaders better qualified to decide on policy matters? These are searching questions which, when honestly answered, illuminate much of any group's behavior.

To lead in a decision-making venture, such as program planning, de-

mands respect for the group's right to determine its own course, based on data which they bring and examine themselves. A major difficulty is that nothing may happen for awhile. The group feels frustrated because it is not used to treatment.

The idea that leaders create conditions for free decision-making based on total participation may now be new to many extension clientele. The experience of the idea often

## *Clear Communication*

A successful group has open lines of communication. We are brought face to face with the discrepancy between what we say and others understand by a word, or a set of "facts."

In a program planning group, members' perceptions of the needs of their community are important facts in themselves. They need to be understood and shared by everyone as part of the process of group decision and action. An atmosphere of free communication makes this possible.

Limits to free exchange of thoughts and ideas lie both within and without us. Barriers are created by absence of personal contact, tangled lines, and lack of time to communicate. Perhaps more important are the obstacles a group member creates in himself, stemming largely from a sense of insecurity in the group.

## *Establish Security*

A successful group maximizes security among its members by minimizing threat. There are things a leader can do to help group members feel safe, that is, unthreatened and unjudged.

He listens carefully so that members feel their contributions are worth listening to. He is warm and friendly, and interested in every viewpoint. He demonstrates a sincere attempt to understand by reflecting members' contributions, perhaps his restatement by a phrase like "I understand you. . ." or "Do you mean. . ."

He avoids concern for whether  
(See *Human Relations*, page 16)



## BRIDGES TO MUTUAL UNDERSTANDING

DR. MARDEN BROADBENT, *Dis-  
Director, and* CLEON M.  
TER, *Editor, Utah*

*Dr.'s Note: The following is the  
first in a series of articles on exten-  
sion supervisors by Dr. Broadbent  
and Mr. Kotter.*

**EFFECTIVE** supervisors are vital to  
Extension. They become the ad-  
ministration's eyes, ears, hands, and

How does this affect you? Most  
extension supervisors begin their careers  
as county extension workers  
and work up from there. This was  
shown in previous articles.

They all realize that the Cooperative  
Extension Service program has consi-  
derably expanded since the Smith-

Lever Act was passed in 1914. This  
increased scope has been accom-  
panied by an increase in middle-man-  
agement or supervisory staff.

Since 1925 the supervisory staff in  
agriculture and home economics has  
increased 56 percent. Various kinds  
of administrative assistants and  
training officers have also been added  
to State staffs. These changes have  
made it more necessary to clarify  
responsibilities.

Supervision has become a critical  
part of the extension organization.  
Supervisors are challenged to per-  
form so well that satisfying experi-  
ences prevail for the supervised, the  
supervisors, and the administration.

### *Define Responsibilities*

Can really satisfying experiences  
prevail without having responsibili-  
ties clearly defined in a written, well-  
communicated job description?

We don't say they can't, but evi-  
dence from a study of extension su-  
pervisors in 25 southern and western  
States strongly supports the fact  
that written job descriptions do aid.  
These documents help supervisors  
develop a better understanding of  
their work requirements and elimi-  
nate some of their job frustrations.

Supervisors considered they were  
responsible for 32 areas of supervi-  
sory work. They were asked to iden-  
tify the areas of difficulty which they  
felt new supervisors would likely ex-  
perience.

Men supervisors without job de-  
scriptions indicated that most diffi-  
culty could be expected in adminis-  
trative areas, such as dealing with  
salaries, using supervisory skills, un-  
derstanding duties of the job, de-  
veloping job descriptions, understand-  
ing superiors' and county workers'  
expectations, developing organized  
plans, understanding the State ad-  
ministrative organization, under-  
standing policies of administration,  
and conducting public relations.

On the other hand, women supervi-  
sors without job descriptions felt new  
supervisors would meet most difficulty  
in areas closely related to program-  
ing and reporting.

Actually, the widest difference be-  
tween the "with's" and the "with-  
out's" was in the area of understand-  
ing the State administrative organi-

zation and the job responsibilities of  
State office members. The "without's"  
considered this would be most diffi-  
cult for new supervisors. The "with's"  
ranked it 28th in difficulty.

What about the experienced super-  
visors? Are job descriptions helping  
them meet their own current difficul-  
ties?

Apparently so. With this question  
in mind, the supervisors were asked  
to identify areas in which they were  
experiencing supervisory difficulties.

The "with's" and "without's" indi-  
cated some sharp differences. Among  
the men, the "without's" experienced  
more difficulty than the "with's" in  
evaluating; developing job descrip-  
tions; dealing with salaries, etc., of  
personnel; understanding supervisors'  
expectations; helping county workers  
coordinate staff effort; helping to de-  
velop reports and records, under-  
standing the administrative organi-  
zation; and representing Extension  
and land-grant institutions before the  
public.

Understandably, the women "with-  
out's" also met more difficulty than  
the "with's" in helping county work-  
ers develop job descriptions.

Other areas giving more difficulty  
to the women supervisors without job  
description included: developing re-  
ports and records, helping inventory  
conditions, establishing realistic ob-  
jectives, interpreting and using ex-  
tension study results, conducting ef-  
fective training programs, developing  
organized plans of work, and under-  
standing the duties and responsibili-  
ties of the supervisory job.

### *Bridging the Gaps*

Perhaps the major finding of these  
studies is the importance of written  
and clearly defined job descriptions.  
They can help bridge the gaps of  
misunderstanding confronting per-  
sonnel who are coming through ex-  
tension ranks to assume supervisory  
positions.

We have seen that when areas of  
responsibility are clearly defined in  
written and well understood job de-  
scriptions, many supervisory difficul-  
ties are reduced or eliminated.

These documents are invaluable to  
all extension workers. They can be  
a means of developing mutual under-  
standing between the supervised, the  
supervisor, and the administration.

# Teaming Up with Industry

by C. LYMAN CALAHAN, *Extension Horticulturist, Vermont*

**W**E are living in the age of consultants.

As a county extension agent or State specialist you may be asking, "What's so new about this? We've been consultants for a long time, but under a different name."

At the same time, industry has come to rely extensively on consultants for accurate information. They use them either as part of their organization staff or hired on an as-needed basis. Many business executives, like the modern farmer, cannot possibly make all of the important decisions when they are needed.

The field of agriculture is far too complex for a single extension worker to keep fully informed on all crops and practices. Also, time will not allow the direct contacts that have always been so successful.

Will we be able to do this job? The answer is yes—provided we call in the rest of the team (consultants if you wish).

Who are they? Included are ex-county agricultural agents and other

graduates of our colleges, many of them with one or two advanced degrees.

These specialists or consultants are employed by almost every commercial concern in the business of supplying people with the goods and services they need. They are working with the same people we serve.

Furthermore, these concerns are also well staffed with personnel who do product development and basic research and who have the equipment and funds to do outstanding work.

All of these sources of help sound like competition, but they're not. We must consider them as a tremendous pool of information that can help us to keep producers, processors, and marketing people well informed.

Let's look at an example of how our commercial counterparts gave a helping hand with a well-known extension program in Vermont.

A research project at the Vermont Experiment Station in 1952 showed that over 70 percent of the fresh milk delivered to Vermont milk plants had

an off-flavor. Milk dealers soon realized that this was limiting milk sales.

The State Department of Agriculture started a corrective program and appointed a committee of representatives from the retail milk dealers, the State Department of Agriculture, field men from dairy equipment manufacturers, dairy farmers, the Extension Service, and the Experiment Station.

This committee asked Extension Dairyman W. A. Dodge to prepare an educational program aimed at producers, processors, and consumers. The basic brieflet, Good Tasting Milk, was prepared.

Then county agents set up schools to train teams of milk tasters and scorers. These teams later worked at every milk-receiving station in Vermont.

Discovering the causes for off-flavors and the need to correct them involved many persons including veterinarians and suppliers of milking and ventilation equipment. The combined know-how, time, and funds far beyond the limits of any one man's own program. Now milk flavor control in Vermont has been taken over by the industry. Off-flavors that were common 6 years ago are now reduced to less than 5 percent. Fluid milk consumption has increased over 10 percent.

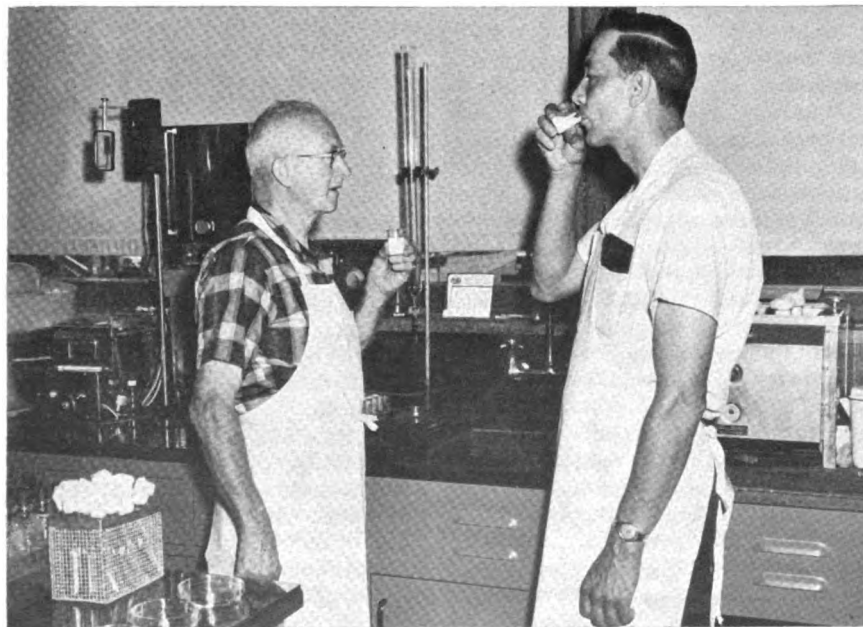
## Industry's Contribution

The Vermont Agricultural Extension Service can be rightfully proud of its part in organizing and setting in motion this Milk Flavor Program. But highly qualified commercial individuals and concerns certainly helped.

This is but one example of hundreds of similar projects. The important lesson is to recognize and then exploit these excellent sources of help.

We are fortunate to enjoy excellent working relations with consultants, technicians, fieldmen, sales representatives hired by industry. We need to coordinate programs with them as much as possible.

Industries benefit from our help when we sell the ideas that, in turn, they use in their products. We sell information, not goods and services—industry benefits all three.



Extension, the State Department of Agriculture, and Vermont farmers all benefited from their team research program to improve the flavor and quality of milk.



# TOURING AGENTS

gain knowledge  
first hand

by KENNETH C. MINNICK,  
Benton County Extension  
Agent, 4-H Club Work,  
Oregon



...ing agriculture in other areas,  
meeting with county agents in  
... States, visiting many scenic  
...s, and the fellowship and ex-  
change of ideas with other agents  
... all great values gained on a Dow  
Chemical Company tour.

...r group of county extension  
...ers from 12 States toured sev-  
... western States, starting from  
... Lake City on July 11. It would  
... possible to tell in detail all  
...es visited, but this may point out  
... of the values to agents who  
...t go on future tours.

## Northwestern Highlights

...visit to the Cauche Valley Dairy  
...ers' Association (servicing over  
...0 cows in 3 States) emphasized  
...expanding efficient use of proven  
... and values of artificial breeding.  
...to growing in Idaho near Burley  
...Twin Falls highlighted our stops  
...e.

...eastern Oregon, we saw the com-  
...operation of harvesting and  
...ing peas. Other points of in-  
...t visited included a sugar com-  
... and Hereford ranch.

...mile in the State of Washington,  
...sited mint and hop fields as well  
...e mint distilling plants and hop  
...s. Also, we stopped at the Irrig-  
... Experiment Station at Prosser  
...the Western Washington Experi-  
... Station at Puyallup.

...r tour continued down the west-  
...coasts of Washington, Oregon,

and California. Stops in Oregon in-  
cluded a canning company, paper com-  
pany, and motor tour through the ryegrass  
growing area of Linn County.

## See Water Controls

In northern California, Shasta  
Dam offered many picture taking op-  
portunities. This dam maintains an  
even flow of the Sacramento River  
for irrigation in the San Joaquin  
Valley. The water is used to irrigate  
the citrus and olive groves, rice, and  
other valley crops. California farm  
advisors accompanied us through the  
valley, filling in cropping practices,  
yields, harvesting methods, and other  
agricultural information.

We visited the University of Cali-  
fornia at Davis, then went on into  
the Delta Area of the San Joaquin  
Valley. Visits to county extension  
offices in Stanislaus and Fresno Coun-  
ties pointed out the diversity of agri-  
culture and emphasized the need for  
specialized training of agents in spe-  
cific fields.

During the final week, our tour  
took us through the date-growing  
area of California and across the  
border to a cotton-seed-oil processing  
plant in Mexico.

In southern Arizona we saw cotton  
and more citrus groves. In Yuma we  
were made more aware of the im-  
portance of water as a natural re-  
source. A 2-hour flight over the Salt  
River Project in Arizona provided an  
opportunity to see the many dams

that supply water for that area. We  
also had a bird's eye view of the agri-  
cultural area and open pit copper  
mines.

Irrigation of California's Imperial  
Valley depends on water from the  
"All American Canal," one of our  
stops.

The final major side-trip of our  
tour was to the Santaquin watershed  
area comprising some 27,000 acres.  
The area, located near Nephi, Utah,  
is intended primarily to control water  
run-off.

We returned to our starting point,  
Salt Lake City, for a brief evaluation  
meeting. Then the 12 agents were  
off for their homes in Arizona, Cali-  
fornia, Colorado, Hawaii, Idaho, Mon-  
tana, Nevada, New Mexico, Oregon,  
Utah, Washington, and Wyoming.

## Value of Tours

This brief summary of our tour  
should point out the value of educa-  
tional tours for county agents. They  
are one of the best opportunities for  
professional improvement. A county  
agent could gain as much while at-  
tending one of these tours as from  
a term in college. I sincerely believe  
this after my experience on the tour  
last summer.

Dow Chemical Company sponsored  
four of these tours in 1960 and again  
in 1961, one in each extension region.  
Every State could send an agent on  
one of these tours.

# Laying Cornerstones for A Clearer Picture of Agriculture

by EVERETT E. PETERSON, *Extension Economist, Nebraska*

**J**ust what are today's agricultural problems? What causes them? What adjustments are being and can be made?

These pointed questions add up to one of the biggest educational jobs in the Plains States. People in this area need help in understanding agricultural policy.

People who live in the towns and cities of the Great Plains possibly are more aware of rural-urban interdependence than people in more industrialized areas. They often retain family or ownership ties to farms and ranches.

Agriculture continues to be important to the economy of the Plains States. But most young farm people must look outside agriculture for occupations. Many families in farm-trade towns turn to larger cities for alternative opportunities. Because the Plains area generally lacks industrial development, the search for such opportunities means leaving the region.

## *Leaders' Workshops*

Nebraska's extension economists recently tried to meet this educational need through a series of 2-day workshops on agricultural problems, policies, and programs.

Through these workshops and the continuing education program in agricultural policy and public affairs, extension economists at the University of Nebraska are making progress toward:

- Meeting the growing demand for factual information on the economic problems of American agriculture and on the possibilities and limitations of alternative farm policies and programs; and
- Encouraging farm and nonfarm

people to examine facts on public affairs issues before reaching decisions, to formulate individual opinions after carefully studying the consequences of different courses of action, to express viewpoints freely, and to translate decisions into policies and programs through the political process of our democratic government.

County agents throughout the State invited about 750 farm and nonfarm leaders to participate in the workshops. Leaders were invited on the basis of their interest in farm policy and other public affairs issues. They also indicated willingness to take part in local followup activities.

## *Discussion Topics*

The information presented in these workshops was organized around 13 discussion pamphlets, *The Farm Problem—What are the Choices?* Pamphlets were distributed before the meetings so participants would be prepared to take part in informed discussion. This material was supplemented with outlines and discussions by economists.

Main discussion topics in the workshops were:

American Agriculture—Its Characteristics and Problems

Basic Economic Tools for Problem Solving and Program Analysis

Goals and Values in Agricultural Policy

Can We Solve Farm Problems

By Increasing Demand at Home and Abroad?

By Price and Income Programs?

By Restraints on Production?

Evaluation of Program Choices Through Small-Group Discussion

Generally participants responded favorably. The group discussion technique, used for evaluation summary, developed a much better appreciation of the complexities of agriculture's problems, the possibilities and limitations of program choices, and the problems facing administrators and Congress.

We did not attempt to take opinion polls or transmit summary program choices to those involved in farm policy making. Participants were encouraged to make their decisions known through their organizations or individual action.

## *Followup Plans*

Followup activities at the level will be an important phase of this educational program. Several counties reported definite plans before the workshops were completed. In most cases the county agent and participants served as planning committee for county community programs.

Activities underway in Nebraska include: countywide meetings, panel discussions by county agents and leaders, series of discussion meetings organized and conducted by leaders in their home communities, participation in programs planned by organized groups, talks by county agents and leaders at service club meetings, newspaper articles and radio and television programs prepared by county agents.

Lancaster County reported 500 people attended community meetings. Participants are using the principles and farm information while talking with neighbors, city relatives, and local businessmen.

The discussion pamphlets being used by most counties in farm policy programs. County agents now have supplies of these available for any interested person. They were also given press, radio, and television publicity.

Facts, principles, and widespread participation are the cornerstones of Nebraska's approach to understanding farm problems, policies, and programs.

# Fitting Programs To Changing Needs

by THE MADISON COUNTY EXTENSION SERVICE STAFF, Mississippi

Time and tide wait for no man, they say. Great changes are rapidly taking place.

These changes are sure to affect the extension service program. Since much of our strength lies in how well each county extension staff can meet this challenge, we must constantly study changes and adjust our programs to them.

Madison County is located in West Central Mississippi in the Brown loam soil area. The land is gently rolling and responds to good treatment.

We have 480,640 acres with more than 75 percent in farms. Jackson, the State capital, is only 20 miles away. This city offers a ready market for our produce and employment for a large number of people. Natchez, our county seat, has a population of 10,000.

Our long-time program projection is in its fifth year. As we check its progress and plan possible revisions, we look back over the decade of the 1950's.

## Noticeable Changes

The population of our county in 1950 was 33,860. It is now 32,904—a loss of 2.9 percent. Yet, our nonfarm population has increased.

The number of farms in Madison County has decreased 500 during the last decade. At the same time, the average size farm has increased from 87.3 to 125.5 acres.

Of our 2,776 farm operators today, 20 have other income, and 500 have other income larger than their farm income. Mechanization and chemical farming have replaced some day labor.

Along with the population shift, we have a pronounced change in the farming pattern. We grew 42,500

acres of cotton in 1950, but only 27,500 acres in 1960. At the same time, we have had a 50 percent increase in the number of beef cattle, and herds have improved in quality.

Although we have less row crop acreage, there has been a marked increase in improved pastures. We have an increase in per acre yields because of improved varieties and better cultural practices.

How has the Extension Service in Madison County met this challenge?

Briefly, we have a single county agricultural program. All agricultural agencies and organizations work together as a team to turn plans into action.

## Highlights of Action

Farm people are demanding more specific information. More time is required for part-time farmers and city people. At the same time, we work more closely with enterprise groups. We receive almost daily requests for agricultural information from the chamber of commerce and industrial committees.

Agriculture is by far the biggest industry in the county. Leaders in other industries seem increasingly aware of this.

Improved timber management is an important part of our development. Selective cutting and timber stand improvement are established practices. The setting of pine seedlings has increased and become rather stable. We now use from one-half to three-quarters of a million seedlings each year.

Farm and Home Development, known in Mississippi as Balanced Farm and Home Planning, has helped us to meet changing needs. Since starting this work in 1954, we

have been able to devote more time to individual families.

A survey of five families enrolled in Balanced Farm and Home Planning in 1956 showed income of 59 percent from livestock and 41 percent from row crops. In 1960 these same families had 90 percent income from livestock and 10 percent from crops.

One of these families, a dairy farmer, increased milk production per cow by 666 pounds. Others made substantial increases in labor income.

Throughout the county, more homemakers are taking full-time or part-time jobs to help with family living expenses. In 1955, 10 home demonstration club members out of 241 held part or full-time jobs. This increased to 35 by 1960. Fifteen others held temporary jobs during the 5 years.

Some of our home demonstration clubs meet at night for these working women, and women with small children.

More assistance is given to urban homemakers. The needs of the rural and the urban are now much the same. Farm homes in increasing numbers have adequate supplies of water under pressure, automatic washing machines, dryers, convenient kitchens, and other advantages.

## Widening Contacts

There is much general public need for more consumer information.

With school consolidation, an effort is made to keep the community identity. We helped organize two community clubs that meet each month. These offer excellent educational opportunity.

In our schools, there is increased demand for students' time and talents. The 4-H club agents have organized community 4-H clubs. These meet at night. The result is not only increased enrollment, but more interest and better work. We believe that the trend to community 4-H clubs will increase in the years ahead.

Looking at all parts of our program, the people whom we are trying to help are receptive and cooperative. It is the desire of our entire staff to meet head-on the changes coming our way and continue to merit the people's confidence.

# finding answers through a CONSUMER FORUM

by JANET REED, *Clothing Specialist, Delaware*

**T**HE consumer is speaking! But is she being heard? What responsibility does Extension have to help bring about better understanding and cooperation between consumers and manufacturers and retailers?

As members of Delaware's home economics extension staff asked themselves these questions, the idea for a Consumer Forum was born. And it blossomed into a successful extension teaching experience.

Delaware's first Consumer Forum was held this April in Wilmington, with 250 people attending. A grant from the Sears Roebuck Foundation made the luncheon meeting possible.

## *Forum Goals*

The primary objective of the Forum was to help consumers become more aware of the ways in which they influence the products and services of retailers and manufacturers and to help them recognize and accept the responsibilities that go with this

influence. In addition, we saw this as a means of reaching new audiences, particularly in the urban area.

The Forum was developed as a symposium. Speakers for the consumer, manufacturer, converter, and retailer each indicated some of their responsibilities in today's market and suggested ways these groups can work together for mutual benefit.

Speaking for the consumer was a contributing editor for a women's magazine. Retailers were represented by the manager of a department store; a carpet company representative spoke for converters; and a chemical company spokesman gave the manufacturers' viewpoint.

The consumer emphasized the great power and responsibility of the customer in the market place.

She explained that working outside the home has made more women conscious of the dollar and of their rights as a customer. Women are better educated; their tastes and cultural and intellectual interests are

more developed; they are more selective in spending.

She felt the customer has a responsibility to let the manufacturer and retailer know what she needs and what she is willing to pay for it.

The consumer challenged the audience by saying, "Knowledge is power. Know goods. Know prices. Know how business works and what you have a right to expect. Then, be a good shopper—an intelligent, informed, and considerate customer."

## *The Business Side*

The retailer said, "The consumer wish is our command. Be free with suggestions and comments because we value you as a customer."

He cautioned customers not to be led by price alone, but learn to shop carefully and compare.

The converter indicated the need of knowledgeable salespeople to answer the questions of today's well informed customer. He told participants this is particularly important when the consumer is buying less frequently purchased items, such as home furnishings.

The manufacturer traced the importance of marketing research in the development and improvement of products. He indicated consumer responsibility in cooperating with the type of survey.

Opportunity was provided for the audience to ask questions.

## *Selected Audience*

The Consumer Forum audience was composed of representatives of most of the organizations in the Wilmington area. We invited federated women's clubs, garden clubs, business and professional women's clubs, AAUV Farm Bureau, Grange, YWCA, girl club, VFW, civic and service club, church groups, home demonstration clubs, hospital boards, community center clubs, State Home Economics Association, University of Delaware student groups, League of Women Voters, community associations, and Sales Executive Club.

In addition, representatives of chamber of commerce, AFL-CIO newspapers, radio stations, Retailers Association, and the Wilmington Chamber of Commerce were present. (See *Consumer Forum*, next page)



Delaware's Consumer Forum was designed to reach new audiences while helping to bring about better understanding and cooperation between consumers, manufacturers, and retailers. Representatives of each of these groups took part in the symposium pictured here.

# Reaching Young Mothers on their own terms

by MRS. LOUISE N. HUFF, Assistant Home Demonstration Agent, Oxford, Androscoggin, and Sagadahoc Counties, Maine

**M**EET young mothers on their own terms—this is the way to reach this potential audience. After experimenting with contacts for about a year, the author found this solution to contacting young mothers.

Letters, leaflets, even interest cards didn't get the reactions wanted from these young homemakers. But by gaining entrance to one of their existing clubs and contacting members of the group known personally, extension has begun to serve this group.

## *Pinning Down Interests*

Early this year the author visited some of the young women she had previously taught in high school. Through a woman familiar with extension work, she also learned of a mother's club" which might be interested in a meeting on use of credit. Here was the opening needed!

The agent called on the president of the local mothers' club in January and explained what might be done in an educational meeting for the group. The president was cooperative and, although the program for the year was already set up, worked in meeting for the agent.

## **CONSUMER FORUM**

*(From page 162)*

Merchants Association, advertising agencies, manufacturing concerns, and Extension in neighboring States were invited.

Before the meeting a questionnaire was sent to participants asking them to report some of their experiences—satisfactory or unsatisfactory—with recent purchases. This was to start participants thinking of consumer responsibility. It would also help the planning committee interpret inter-

In April the agent was given this opportunity. Earlier the homemakers had been given a choice of information wanted—Home Financial Planning or Is There A Better Way to Save Time and Energy.

They chose the latter. It was not credit, but saving time and energy they were interested in!

This meeting proved to be informative in several respects.

These women knew little about Extension on the county, State, or Federal level. They didn't realize so much information was available to them in home economics, agriculture, and 4-H club work.

At the start of the meeting the agent explained what the Extension Service is and her own job. About 10 different folders and information were made available so that each mother could take any she wanted.

The information was presented at a level which helped the young women meet their needs and interests. They were all responsive which made the discussion lively and meaningful.

Each woman made a "time circle" record of what she had done that day. We used one as an example to

ests and needs for this and future programs.

Evaluation cards following the first Consumer Forum, indicated that participants were enthusiastic about the program and thought there was need for it. Typical comments reflect their thinking:

"Those attending felt they were helped very much in becoming aware of ways in which they can get better products and better service."

"The Consumer Forum made me appreciate the importance of the consumer as I never have before. After

analyze and discuss at the meeting. A questionnaire was used to find out how they organize or plan their homemaking tasks.

To conclude the meeting, the agent gave an analysis and demonstration on ironing. The homemakers were asked to keep in mind, "Is there a better way?"

As a result of this meeting three of the women bought home account books and requested help in using them. One wanted help in planning her kitchen arrangement for a home under construction. Another started remodeling a shed and wanted help.

The agent made 16 additional calls on some of these and other women soon after the meeting.

## *A Growing Potential*

Meanwhile she has talked with other ex-students who indicated an interest in a home visit. At present individual calls seem to be the most satisfactory.

The agent has located other possible contacts with young women. Social groups meeting regularly have potential interest in this work.

The marketing specialist's folder for "young homemakers" can be sent to this group each month. This will keep Extension in regular contact with them.

The author now has 58 young women on her list of contacts and plans to call on each one this year.

Although advancing slowly, this work has been definitely worthwhile from both the agent's and homemakers' points of view.

this I'll be a bit more effective in trying to get what I want."

"I hope this conference can be a continuing affair because there are so many problems to be probed in this field which is so vital to all of us."

Plans are already under way for Delaware's second Consumer Forum. And interest expressed in such subjects as advertising, packaging, consumer credit, and product cost suggests that these could be explored in additional Forums. The consumer is being heard and answered.

# Developing Leaders for Project Teaching

by MRS. GEORGIANA THOMAS, *Negro Home Demonstration Agent, Fort Bend County, Texas*

COOPERATION of parents and leaders makes a big difference in the development of a 4-H member's project. In fact, we depend on these people to help teach and supervise club members. They are essential to the 4-H program.

With this in mind, Texas experimented with a pilot project to develop 4-H adult subject matter (project) leaders in foods and nutrition in 1956.

Simonton was one of the 12 pilot communities for this project. Only two organization leaders (one man and one woman) were helping the 32 club members in Simonton at that time.

## Early Efforts

We approached the woman leader with the idea of getting enough adult food leaders to work with club members in groups of 5 or 6. She contacted several potential adult leaders and enlisted five women to volunteer for the project. The names of these leaders and the members of their groups were sent to the home agent.

Two training meetings were set up to teach the leaders how to use the leader and member guides in conduct-

ing method demonstrations outlined in the member book. We had already explained in home visits that the guides were designed to help both leaders and members understand how to prepare and serve foods that even the youngest members could do. Six method demonstrations were to be conducted in 1 year with each group.

The project report was presented to the county home demonstration council and publicized in local newspapers later that year. This was an effort to encourage more adult subject matter leaders for areas in which 4-H members wanted projects.

Our 4-H program and adult leadership development goals were given an added boost a couple of years later.

A foods and nutrition survey conducted among Negro families in the county in 1958, revealed that 45 percent of those surveyed had inadequate diets. They were particularly lacking in milk, eggs, yellow vegetables, and fruits.

These facts and recommendations of the county program building subcommittee on foods and nutrition prompted us to incorporate several nutritional objectives in the home demonstration and 4-H plans.



Climax of Fort Bend County's 4-H foods and nutrition program was the Favorite Foods Show at the county fair. As was hoped, this show attracted the attention of many prospective leaders—both parents of 4H'ers and people not familiar with the 4-H program.

The objectives involved teaching home demonstration and 4-H club members what a good diet consists of; nutritive values of foods; preparation and serving of milk, eggs, and green and yellow vegetables; and curing and training 4-H leaders in foods and nutrition.

Lack of adult leaders to help carry out the 4-H program in foods was a problem. We expressed this need to organization leaders and also tried to encourage new leaders through home visits, newspapers, and county extension council meetings.

The 4-H Favorite Foods Program was introduced to the county program building subcommittee on foods and nutrition and to organization leaders in each community in September 1959. These groups were to discuss about the member and leader guides.

After the county home demonstration council was given this information, they set out to get more 4-H adult foods leaders. By January, women from 6 communities had agreed to serve.

## Training New Leaders

In February, the leaders attended training meetings to learn how to teach club members to prepare and serve simple, nutritious foods. Table place settings were also demonstrated. When both the food and table settings were displayed, the training session became a food show. The council chairman then judged and commented on the exhibits.

Three leader training meetings were held during the year to cover the entire guide for members. This included 12 meetings for the 4-H'ers.

At each meeting, preparation for the County 4-H Favorite Foods Show was included. Slides helped give a better idea of how to prepare for the show.

District Agent Myrtle E. Garret attended one of the leader group training meetings. She encouraged the leaders to continue and provide additional information on the food program.

By March, 7 of the 11 leaders trained had met with their 4-H'ers and reported to the agent. Groups averaged 3 to 5 members. Parents

(See *Project Leaders*, page 166)

# 4-H Goes Urban with the County



by JOHN F. W. SCHULZE, Hartford County 4-H Club Agent, Connecticut

ARE your county 4-H alumni aware of the changes since they were club members? Have you kept track of these likely candidates for club membership? Is your county more urban than it used to be?

These are some of the questions at any club agent might well ask himself. In fact, these questions are worth presenting to the county sponsoring group.

Hartford County, not long ago, was known for a variety of outstanding agricultural enterprises. Today, it is more generally accepted as a center for aircraft parts production and insurance. Cattle barns, silos, and tobacco sheds are being replaced by homes and factories. Thousands of acres of fertile cropland are now growing lawns, shrubs, flowers, and roughfaires.

## Adapting Projects

4-H has kept pace with this change by revising old projects and developing new ones. All too frequently, 4-H alumni are not aware of the new possibilities for the younger generation, now more urban-oriented than when they were club members. Although many homes may include a half to a full acre of land, building codes and restrictions make it impossible to carry on many of the basic 4-H projects. However, young people still enjoy vegetables and flowers and learn something by growing them. This opportunity is

still available to the folks in an urban area.

The understanding of plant growth is just as well taught through small gardens as it is through the use of several acres. Competition for the tallest corn and the greatest yield of potatoes per acre has been replaced by pride in the beauty of home grounds. 4-H projects have been developed to provide this information.

Adult garden clubs, both men's and women's, are interested in working with young people. These organizations have offered much assistance, both in sponsoring contests and providing experienced gardeners to lead groups of young people.

A replacement for "outlawed" livestock projects is the dog project. It takes just as much knowledge, understanding, and patience to train a dog to obey and perform as it does to train livestock.

Automobiles are a part of the way of life of this country today. Teenagers hold the unenviable reputation of being excessively dangerous drivers on the highway. In order to correct this impression and provide a greater appreciation of the joys and the pleasures of a motor vehicle, the 4-H Automotive Project has been developed.

This project presents interesting topics on the care of the vehicle, understanding of the rules and regulations of the road, and information

on what makes the machine work. All, it is hoped, will produce desirable effects on the driving habits of young motorists.

This project is a major departure from the original thinking and planning of the 4-H program. However, it is an educational service for the youth of the county.

Many adults, who were once 4-H club members, derive their livelihood from the automotive industry. Such people can make excellent leaders since they remember 4-H and the pleasure they derived from it. However, the lack of public relations and publicity, has kept many people from realizing that they could help by leading an automotive 4-H club.

## Unchanged Areas

Homemaking projects for Hartford County do not differ between country and city residents. In some respects, the number of city people who have small gardens and have canned or frozen some of their home grown produce is amazing.

The changing way of life presents other challenges to girls. Prepared and partially prepared foods have varying values and uses. The subject of nutrition for the teenager offers universal opportunities for appraisal and understanding. Knowledge of selection, use, care, and repair of readymade garments and synthetic fibers is desired by all girls.

The opportunity to learn something about judging, determining the difference between good and bad, and evaluating the shades between is possible in nearly all 4-H projects. The opportunity to give demonstrations is provided in every 4-H project. Recreation, music appreciation, citizenship, personality improvement, and health all are continuing phases of 4-H projects.

We have found that letting people know what is available to them and how it can be used are major factors in developing a program in the city and suburbs.

In general, 4-H is still thought to be just for farm girls and boys. We realize it is not so. And it is up to us to see that the public learns what is available for all young people. Alumni of 4-H can be our strongest supporters.

# Hoosier Farmers Welcome Students From New York City



New York City high school students got a first-hand view of rural life recently when they visited Indiana farms on an educational tour.

**A**GRICULTURE'S public relations received a boost recently when Indiana farm homes and hearts were opened to a class of 23 New York City high school juniors.

The hospitality was extended in response to an inquiry from administrators of Walden High School, a private institution. The school wanted a midwest farm experience for the junior class as part of their educational program.

John Baker, regional information director of the Agricultural Marketing Service, turned to officials of the Indiana Farm Bureau to arrange such a project. They did—and with enthusiasm—since the Farm Bureau here has had an extensive public relations program for 9 years on behalf of better understanding of farming.

The Farm Bureau selected host homes for the visitors in two counties. Each home had young people in the family about the same age and sex as the visitors.

The Manhattan young people, representing several racial origins and all from affluent families, traveled by chartered bus. They were accompanied by two teachers.

## *New Experiences*

The venture developed into a beneficial excursion into midwest farming. The students, all intellectually sophisticated, were constantly surprised at what they found.

None had ever before held a baby chick. They expected to find farm animals vicious. They were impressed by the closeness within the farm family and by the major community role of churches.

One lad said: "The great knowledge required of the farmer borders on the awesome." They saw farming as big business as well as a way of life. They were surprised at how little

the farmer receives for a dozen eggs when, "In New York we pay about 70 cents."

Getting close to the soil was a spiritual as well as an educational revelation for these young people. For the farmers, their proffered hospitality turned into an eye opener, for these youth are representative of America's millions of consumers.

## **PROJECT LEADERS**

*(From page 164)*

had been invited to attend the meetings and were encouraged to offer suggestions. The leaders also attempted to interest other adults to take part in the 4-H program.

One of the leaders in Simonton, the pilot community, encouraged another adult leader to take a group of girls. She then passed along to this new leader the information learned at the training meetings.

In her report to the home agent, another leader wrote, "I want you to know just how I am enjoying working as a group leader. I am glad I attended the training school. It prepared me to be able to get it over to my group."

Twelve leaders from five communities carried out 11 demonstrations in the Favorite Foods Program with a total enrollment of 57 boys and girls.

The County 4-H Favorite Foods Show which the groups had been preparing for was held in connection with the county fair. Seven leaders with 31 club members participated.

The foods show was mainly attended by parents and youth in the county. As a result, more parents and other adults have wanted to know more about the 4-H club program and how they can serve as leaders. In two communities, seven adult leaders have volunteered to lead groups.

We feel sure that through this interest in the nutritional problems county citizens and the concentrated program on foods, we have been able to develop interest in adult leaders which will spread to other parts of the 4-H program.

## **HUMAN RELATIONS**

*(From page 156)*

The group is going in the direction which it thinks it should, for what the group thinks of him, or for how he can get others to talk. He attends to the group, not to himself.

Because such an approach is rewarding to group members, he can bet that the group will take on more of these ways, thus facilitating harmony and productivity.

No part of extension's educational enterprise is more important than the planning of programs. We believe people should plan their own. There are varying limits to the degree of freedom we have in creating conditions for free decision-making. Pressure from supervisors, lack of funds, insufficient personnel—perhaps others. But a leader who trusts the group's own capacities will create more opportunities for freedom than the leader who trusts only himself.



NEWS

and

VIEWS

## NACAA To Meet in New York City

The 46th Annual Meeting of the National Association of County Agricultural Agents will be held in New York City September 10-14.

In New York, county agents will have an opportunity to broaden their knowledge "on the spot" in tours of such places as the Washington Street Market, Fulton Fish Market, a dairy plant, the Mercantile Exchange, stock exchanges, and Federal Reserve Bank.

Headliners on the program include: Federal Extension Service Administrator E. T. York, Jr., Cornell Food Economist Herrell DeGraff, and Chairman of the Extension Committee on Organization and Policy E. W. Janike.

A panel on New Horizons in Marketing, will be moderated by Prof. John Carew, Michigan State University.

Pennsylvania's pilot program, Marketing in Action for Youth, will be explained.

Director Maurice Bond of New York will chair a panel, including Associate Director Marvin Anderson of Iowa and Dean T. K. Cowden, College of Agriculture, Michigan State University, on New Challenges in Marketing for County Agents.

## BOOK REVIEWS

**ADOPTION OF NEW IDEAS AND PRACTICES** by Herbert F. Lionberger. The Iowa State University Press, Ames, Iowa. 1960.

If you had time to read and digest 100 research reports on the process by which practices are disseminated, you would not need to read this book.

Dr. Lionberger has done a splendid job of integrating research results and theory and translating them into non-technical language in 115 readable pages.

In your county, who are the innovators and early adopters? Who are in the early and later adopter groups; who are the laggards? In what stage of the diffusion process are they—awareness, interest, exploration, trial, adoption stage? At a specific meeting, where do you make the pitch to be sure to create awareness and interest in exploring the idea or to reach a decision to try out the idea? Can you do all things at the same meeting for all ideas or practices? This book raises questions like these and gives you help in answering them.

The author also discusses information sources and media as means of inducing change as well as social, cultural, personal, and situational factors in the diffusion process.—Fred P. Tutchey, *Federal Extension Service*.

**THINGS TO DO . . . IN SCIENCE AND CONSERVATION** by Byron L. Shbaugh and Muriel Beuschlein. Interstate Printers and Publishers, Inc., Danville, Illinois. 1960.

*Things To Do in Science and Conservation* is an effort to facilitate

the teaching of the care of our natural resources.

A review of the table of contents indicates the context of this book on natural resources: space, air, sun, soil, water, minerals, plants, animals, electricity, synthetics, and nuclear energy.

Each chapter presents a basic resource which is considered from several viewpoints. Each approach includes a statement of fact or a concept and suggestions for demonstrations. Projects for groups and individuals are suggested and questions about the resources are asked.

Two outstanding points are the book's treatment of resources as interrelationships and placement of man at the ecological apex in the discussions.—W. R. Tascher, *Federal Extension Service*.



"Board Foot Awards" were presented to Parker Anderson of Minnesota (left) and Fred Trenk of Wisconsin earlier this year. The special awards were made in recognition of the foresters' extension leadership—35 years each.

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buy

**F**ood is a bargain. It costs us less at the supermarket, in terms of hours worked, than ever before.

"But that's only part of the food bill," many consumers say. "What about the money we spend for taxes? Why should we consumers subsidize the farmer? Why do we spend money on agricultural research and education when farmers are already producing more than we need?"

These questions by consumers are based on some misconceptions about agriculture which have gained widespread publicity.

The tax money we spend for agriculture doesn't all benefit the farmer. The ultimate benefit for much of this expenditure goes to the consumer.

Less than one-third of the federal agricultural budget last year went for price support and conservation programs. These programs, for which the cash outlay was \$2.1 billion, directly benefit the farmer. Agricultural commodities acquired under the price support program are used to help carry out the Food for Peace program and similar international activities. In addition, when many of the commodities are disposed of, a substantial financial recovery is made.

Price support and conservation programs benefit the consumer in other ways, too. They help to assure an

abundant food supply. They help to protect our investment in our agricultural plant. They help to stabilize farm prices and income. And a stable, healthy agriculture is vital to the entire Nation.

What are the real facts about our agricultural abundance? One thing that should be recognized is that farmers cannot produce exactly what we need—no more and no less—to feed and clothe 180 million people. Few Americans, if given the choice between too little and too much, would prefer that we produce too little.

Another often overlooked fact is that over production is fairly small in relation to total farm production. Between 92 and 95 percent of our agricultural abundance each year moves through regular marketing channels. Although stocks of some products have become excessive, we should not forget that we must carry stocks as an insurance against emergencies at home or abroad.

Price support, crop storage, and conservation programs cost each American less than \$12 in taxes last year. Their benefits to consumers are hard to measure. If there had been too little food, its cost certainly would have been higher.

### *Bargain Benefits*

Agricultural research and education are another bargain we get for our tax dollars. Last year, USDA expenditures for research and education totalled about \$200 million—about \$1.10 per capita.

And few consumers are aware of the tremendous savings they realize because of increasing efficiency. For example, if our farmers today were still using the practices available in 1940, it would cost \$13 billion more a year just to produce our food and fiber. That amounts to \$288 for each of the Nation's families.

Here's another fact few consumers realize. This yearly saving of \$13

billion in production costs is more than twice the cost of all agricultural research conducted in this country by USDA, by all the States, by all industries—in the last 100 years!

What else does the consumer get for his agricultural tax dollar? Better health, for one thing.

Federal meat inspection costs about \$21 million a year—less than 12 cents per person. And the sole purpose of meat inspection is to assure the public of a clean, wholesome supply.

Brucellosis eradication is another program aimed primarily at public health protection. Federal costs for this program are around \$20 million a year—a little over 11 cents per person.

The general public also benefits from the school lunch and special milk programs of USDA. Last year these programs cost the Federal Government about \$305 million. This amounts to \$1.69 each on a per capita basis.

What did we get for this \$1.69? We helped furnish noonday meals by both cash and commodity assistance—to 3 out of every 10 school children in the U. S. And we help supply these school children with more than 2.4 billion half-pints of milk.

The whole Nation receives the ultimate benefit from these programs through improved health and well-being of our children.

What do our agricultural tax dollars buy? An abundant food supply at low cost, insurance against emergencies, and better health are just a few of the many benefits received by all Americans. Yes, no matter how you look at it, food is a bargain.

Are you telling America's greatest success story—the story of agriculture—to nonfarm groups in your area? This is No. 4 in a series of articles to give you ideas for talks, news articles, radio and TV programs, and exhibits.

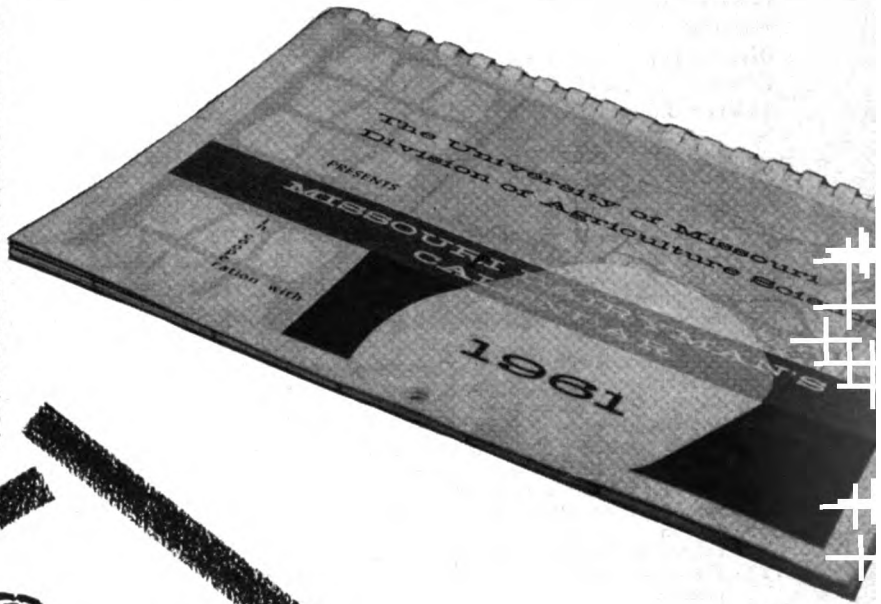
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EXTENSION SERVICE  
*Review*

SEPTEMBER 1961

Extension Methods for a  
Specialized Agriculture

*Educ.*





# 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—work directly or indirectly to help people learn how to use newest findings in agriculture and home economics research to bring about a more abundant life for themselves and the 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 agencies, 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 home and community a better place to live.*

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September 1961

No

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## EAR TO THE GROUND

Change. This is a word tied closely to agriculture these days. And well it should be. Agriculture today is a rapidly changing industry.

If you asked several people, What is change, you would receive many different answers. For example, one reply might be: It's the stuff that jingles in our pockets (or purses).

And you would probably react, That's not the kind of change I mean. But if we stretch our imagination a little, we can compare agriculture to this kind of change—a coin.

One side of this coin could represent commercial agriculture—the 56 percent of our farmers who produce more than 90 percent of total farm output. That's the bright, shiny side of the coin—the side that reflects to the whole world the amazing efficiency of American agriculture. This is the part of American agriculture that has made us the best fed, best clothed, best housed nation in the world, with the highest standard of living ever known.

Commercial farmers making these rapid advances in production are becoming highly specialized. And as they do, we in Extension have to devise new approaches to carry out our educational job.

As Director Ahlgren of Wisconsin

points out in the opening article of this issue, "Methods and procedures appropriate and adequate yesterday are likely to be inappropriate today and obsolete tomorrow . . . It is crystal clear that today's Extension Service must be ever alert to changing times and conditions and expanding educational needs of people . . . We must take advantage of every opportunity to develop the skills and know-how to serve effectively."

This issue deals with extension methods for a specialized agriculture. It gives examples of new ideas being tried to help farmers adjust to rapid changes taking place. A few specialists—intensive information campaigns—information centers—technical short courses—and teamwork with outside groups are among the many ideas included.

Next month we're going to take a look at methods for working with farmers representing the other side of the coin—the 44 percent producing only 9 percent of farm output. The October issue will be concerned with Extension's role in the Rural Areas Development Program. It will give examples of how we can help people make optimum use of their area's human, physical and other resources.—EHR

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# AGRICULTURE . . .

## *an Industry in Transition*

by HENRY L. AHLGREN, Associate Director of Extension, Wisconsin

Today, as with all other segments of America's economy, agriculture is in an unprecedented state of flux.

In fact it is in a state of technological and economic revolution. Agriculture is changing from a business of arts and crafts to a business which is undergirded and deeply rooted in science and technology.

We are seeing the greatest agricultural changes of all time—unparalleled and unprecedented changes which are occurring at an ever increasing rate—changes in the tools employed on our farms, in the methods used, in the people who manage and operate our farms, and in their relationships with the rest of society. In today's agricultural world, methods and procedures appropriate and adequate yesterday are likely to be inappropriate and ineffective today, obsolete tomorrow. Adjustment and change are now the two most important words in our agricultural vocabulary.

### *Agricultural Trends*

Based on current information and trends, it appears likely that the situation on our farms will develop about as follows during the next 15 years:

American agriculture will continue to be an expanding industry in every important respect except one—the number of people required to operate our farms.

- Our agricultural plant will require more capital, more science and technology, more managerial ability, and more purchased production inputs.
- Commercial family farms will be larger.
- The number of businesses supplying materials and services to farmers and handling, processing, and distributing farm products will increase.
- Vertical and horizontal integration, especially of perishable commodities, will increase.
- Many agricultural products will be produced according to specification and sold under contract.
- Farmers will have increased competition from industry-made substitutes for farm products and from foreign countries.
- The "frontier of the mind" as it relates to agriculture will increasingly replace the "frontier of geography." New knowledge, and its application, will be the most important "commodity" in tomorrow's agricultural world.
- The productivity of American agriculture will continue to increase, and our most important problem, as it is today, will be learning to live with abundance.

It is crystal clear that today's Extension Service must be ever alert to changing times and conditions and expanding educational needs of people. The educational level is rising, values are changing, and the level of living is increasing.

Agricultural problems are no longer confined to the farm. There are unparalleled needs and opportunities for expanded educational services growing out of social and economic changes—the decline in the number of farms and of farm people; the growing complexity of modern farming; the increasing number of non-farm residents requesting services; the growing inter-relatedness of agriculture, business, and government; and the demand for services in marketing and consumer information.

Clearly, changes of the scope and magnitude now occurring will continue to occur at an even greater rate. The adjustments which necessarily follow require that we carefully reappraise our resources and programs and make necessary adjustments to best meet the needs of the people we serve.

### *Rearming Ourselves*

To meet our responsibilities and take full advantage of our opportunities for broader service, we must take advantage of every opportunity to develop the skills and know-how to serve effectively.

We have a responsibility to ourselves—and to the people we serve—to take advantage of every opportunity provided for our professional improvement. We must be competent and proficient in subject matter areas, understanding Extension as a public educational institution, human relations, planning, determining objectives and goals, organizing, relating theory and principle to practice, counseling, working with local leaders, teaching, evaluation, and communication.

Along with adequate training—and equally important—will be the need for organizing and marshaling our educational resources to fit the needs of the people we serve. The "shotgun" method will no longer cover the job. Of course some generalization is necessary, but in many areas we need to take a more specialized approach.

The environment in which we are operating is changing rapidly. Our audiences are growing in number and have different problems than before. Research is advancing more rapidly.

(See *Transition*, page 188)

# looking objectively at Geographic Assignments

by J. C. EVANS, Assistant Director of University Extension, Missouri

**W**HAT do you do with a new idea, or an old idea fitted out in a new dress? Suppose using it would result in a major change in something in which you have a substantial psychological investment?

Most of us usually treat such an idea in one of four ways:

1) We succumb rather quickly and easily to the alluring qualities of things which are new. 2) We reject it immediately (usually prematurely) as being too drastic for serious consideration. 3) We approach it as though we were approaching a rattlesnake—oh, so cautiously. 4) Or, we accept the idea immediately as being worthy of thorough study, examine every facet of it, weigh the implications, accept either fully or partially, and only then try it or reject it.

These four methods of treating a new idea describe the range of treatment currently being given the idea of assigning extension field personnel to geographic areas larger than a county. The same is true for proposed changes in administrative structure, clientele composition, organizational policies, and operational procedures—all highly essential facets of the administrative and operational environment in which each of us works.

Missouri is trying to create and maintain a high degree of flexibility and malleability in each of these environmental factors to improve the quality and content of its educational program. Thus the idea of geographic assignments is being given the fourth treatment through experiments with several types of assignments.

## *Broad Participation*

Currently, extension personnel in 21 counties participate in some form of area geographic assignment, with each individual working in two to seven counties. This includes personnel working in the several major pro-

gram areas: Balanced Farming (management), family living, youth, marketing, community development, and agricultural production efficiency.

With an increase in area assignments in these program areas, plus a much increased emphasis on Rural Areas Development, Missouri plans within the next year or two to have extension personnel in at least 25 to 35 additional counties involved in such assignments.

For example, five sets of counties (from two to five in each set) have been united in the area of Community Development. Parts of three counties are being given special attention by an extension agent who is highly qualified in Balanced Farming (Farm and Home Development). At least nine more sets of two or more counties are being considered in the Rural Areas Development Program.

Each of these involves an area assignment for one extension agent in each area.

The most extensive trial of this area assignment activity was initiated on a full scale early this year. Seven counties in southeast Missouri were combined into one unit for many purposes.

## *Detailed Assignments*

Twenty of the 29 extension agents in these seven counties have been given assignments involving more than one county. Only the seven county agents (administrators) and two others are assigned to a single county.

Three of the area personnel have been assigned to work in all seven counties; one each in horticulture, soils, and entomology. Each has an M. S. degree in his field. We are considering adding two more such persons in other specialized subject matter areas.

No new positions have been added. But as general county extension posi-

tions are vacated, they are filled by a more specialized agent and assignment to several counties is made.

Home economists have special assignments in the areas of family planning, nutrition, home management, and clothing. Each is responsible for the coordination of all family living program in the county plus work in two or three counties in her special field.

Youth and Balanced Farming agents are also working in more than one county.

Experience to date lends strong encouragement to continue trying to perfect this type of assignment and expand it to other areas of work in other areas of the State.

## *Financial Arrangements*

Finances, in situations where multiple counties are contributing, have not been a problem. In Missouri, multiple counties begin contributing to salaries with the addition of a third extension agent in the county. The amount grows progressively larger, in small increments, as the number of agents per county increases.

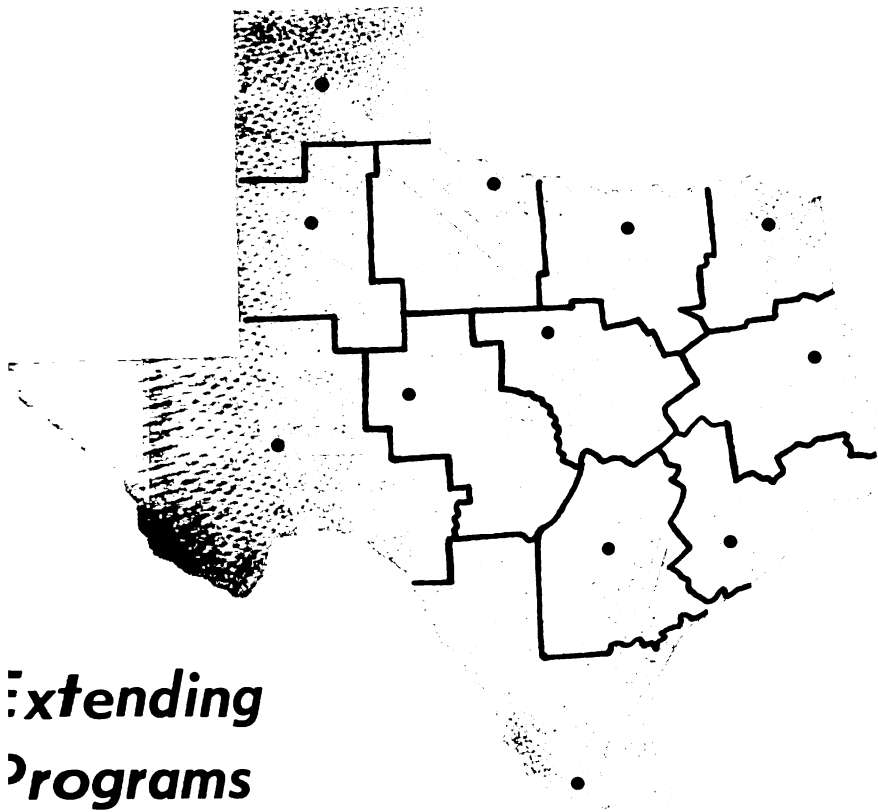
In all multiple county cases where multiple counties are contributing, they divide the total cost equally. Expense agents working in all seven counties are covered equally with each county sending monthly its share of both expenses and salary. When only two counties are involved, each shares equally in the salary but pays all expenses occurring in that county.

Slightly different arrangements have been worked out in other parts of the State.

Getting a clear, mutual understanding and a general consensus about the total effort was given top priority months before the plan was finally adopted.

This meant a series of carefully planned meetings; a session between the supervisor and the county administrators; a series of discussions with the executive boards of the extension councils (legal body with whom extension works on programs, etc.) in which the director, supervisors, and specialists working in the area, all others participated; a report by the executive board members back to the councils; contacts by supervisors with other key leaders;

(See *Area Assignments*, page 12)



# Extending Programs through Area Specialists

by A. H. WALKER, State Agricultural Leader, Texas

How can we gear extension programs to the present mechanized, commercialized, and often specialized farmer or rancher?

We know that the investment of today's farmer is 2½ times as great as in 1940. We recognize, too, that he must be an early adopter to realize the most benefits of research, putting into practice those findings as soon as they are out of the laboratory.

County extension agents, backed by subject-matter specialists, have been doing a masterful job of keeping extension's clientele informed of new developments. Now they are encouraging understanding and adoption of agricultural practices and bringing them closer to farm and ranch families through the services of area specialists.

## Specialization Needed

Today the overworked county agricultural or home demonstration agent, at best, can be thoroughly informed in only one or two areas of

work. General recommendations are not enough for present day agricultural problems—in poultry, crops, livestock, wildlife, entomology, or plant pathology.

Most agents simply cannot keep informed on 8 or 10 different areas even though all may be important in the county. Although specialists provide concise interpretations by service letters, slide sets, TV and radio releases, periodic training meetings, and personal visits, agents still have a problem being "experts."

In Texas we also have the problem of great distances between State headquarters and district and county offices. Distance, time, and space are deterrents for an effective educational program.

Specifically, it is 609 miles from College Station to Dallan County in the northwest, 691 miles to El Paso in the western extreme, 361 miles to the Rio Grande Valley in the south, and 267 miles to Texarkana in the northeast.

Subject-matter specialists located at headquarters cannot possibly give agents in the 254 counties the training they need in so many subject-matter areas.

## Assigning Area Experts

For these reasons, Texas has begun to employ area specialists. They can extend programs developed by the headquarters specialists and apply them to situations and specific problems of a given geographical area or district.

Presently, we are emphasizing management assistance. As one farmer said, "It isn't the individual problems that bother me so much as the combination of enterprises."

Area farm management specialists give educational assistance in determining the most profitable combination of enterprises, adjustments to farm programs, cost analysis, income tax, social security, and finance and credit. One of these specialists is located at the district headquarters in each of 12 extension districts.

Area home management specialists are located on a bi-district basis and are supported by three headquarters specialists. The area farm management specialists are served by five headquarters specialists, each with different responsibilities in farm management. One also serves as an overall coordinator.

This area effort has more than met our expectations.

Twelve other area specialists are located mainly at Lubbock or Weslaco which are prime centers for both research and extension work.

At the Lubbock headquarters, in addition to the home and farm management specialists, there are an area agronomist, irrigation specialist, soil chemist, entomologist, and livestock specialist. These latter five specialists serve an area of 82 counties in the northwestern portion of the State.

At Weslaco, in addition to the area farm management specialist, there are a horticulturist, entomologist, plant pathologist, and agronomist. They serve 32 counties in South Texas.

The remaining area specialists have offices at other strategic locations ac-

(See *Area Specialists*, page 188)

# Specialization Calls for Constant Change

by HOWARD DAIL, *Information Specialist, California*

**H**ow do you reach farm audiences that grow more specialized each year?

In California, the average farm advisor long has been essentially a specialist in one or two certain fields. Yet methods change so that advisors must concentrate their efforts even more.

County lines, once considered fences over which county staff members should not wander, are beginning to disappear as far as limiting the area served by an advisor. Now, an increasing number of staff members have responsibilities for fields of work in two or more counties.

Recently, one of the State's assistant directors said, "Extension has an obligation to the people it serves to utilize its staff efficiently and at the same time give help to all who need it. Every farmer is entitled to the best that the university can offer. This means that Extension needs to take a look at situations where assignments across county lines will result in greater efficiency and service to extension clientele."

## *Trading Specialties*

Most intercounty arrangements are on a barter basis. For instance, in Merced County the farm advisor in poultry work had much training and experience in turkey production. He is responsible for turkey enterprises in both Merced and Stanislaus Counties. In exchange, the poultry farm advisor in Stanislaus County devotes his time to broiler and laying hen operations in both counties.

This means that meetings on either turkeys or chickens will include growers from the two counties. Newsletters for turkey and chicken producers go to both counties.

Similar arrangements exist between other counties, including home ad-

visors. In the Sacramento Valley, six county home advisors have chosen specialized subjects such as nutrition or home management. They put together demonstrational material and hold training meetings in any of the six counties.

In this way, the individual home advisor can give major emphasis to one or two subject matter fields in the entire area. At the same time, she acts as resident home advisor in her home county.

## *Commodity Letters*

To help carry specialized information to growers, nearly every advisor has a commodity newsletter. These letters go only to a regular mailing list. They bear titles such as Nursery and Floral Facts, Sheep Notes, Orchard Notes, Home Ec Briefs, and 4-H Green Leaves.

County circulars are another effort to fit the information available to a particular group of farmers. A publication on growing long white potatoes in Kern County contains sample costs for the production of potatoes in that county along with a brief presentation of production practices. The same costs and recommendations would apply in few, if any, other counties.

Many county staffs are developing training programs for fieldmen of commercial concerns, such as fertilizer dealers, insecticide companies, and feed dealers.

Single meetings also have undergone changes. Fewer but more significant meetings for specialized audiences seems to be the pattern.

One county staff holds a radio forum instead of countywide meetings. This roundtable broadcast lasts for an hour and includes six or more participants—farm advisors, field experiment station personnel, growers, and

others concerned. Advance publicity by both the station and the extension office helps draw a big audience.

Institutes, or schools, and long short courses are another important way of presenting particular information to specialized audiences. Day schools, bankers' short courses, a crops and irrigation institutes; among those offered by agricultural farm advisors. Home advisors have held courses on nutrition, family financial planning, home furnishings and family living.

These meetings are conducted once or twice a week for 5 to 8 weeks. They usually involve one or more advisory specialists, and members of the resident teaching and research staff. Many 4-H leaders have taken part in specialized training on a regional county basis.

Commodity days such as Pear Day, Prune Day, Grape Day, and Livestock Day have been increasing well attended in recent years. The Days, held on one of the university campuses, include program participation by extension specialists, advisors, and growers. Regional county days of these types are increasing.

## *Team Research*

Specialization has brought about even closer teamwork between county farm advisor, specialist, and experiment station staff. A new insect pest or plant disease may appear suddenly. If the advisor does not know the answers, he asks the specialist to help.

The problem may go to the experiment station staff. There it receives thorough attention by the best brains available at the university. The control determined goes through the specialist to the farm advisor, who works with the commercial farmer to test the proposed solution to the problem.

To test experiment station findings under local growing conditions, several thousand research and demonstration tests are set up by farm advisors.

California extension staff members expect continuous changes to occur in agriculture. And they are adjusting their methods to meet the needs of this highly specialized and rapidly changing agriculture.



# Getting Technical with Producers

by CHARLES E. SUMMERS,  
Animal Husbandman, Iowa

Iowa county extension directors are successfully teaching local livestock producers and feedmen the "whys" of livestock nutrition with educational material suitable for college post-graduate level.

Pilot courses, directed by State livestock specialists in 1959-60 in nine counties, reached more than 380 men. Examinations at the close of each day course showed a 44 percent average increase in the farmer-students' grasp of modern nutrition.

Last fall Clinton County used the same materials in a 5-day course attended by 45 farmers from 14 townships. They demonstrated that the course could be equally successful under local leadership with farmers as students.

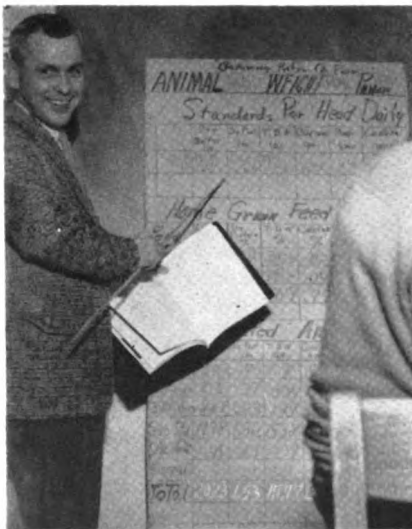
Ten other county staffs conducted similar classes as part of their regular programs last winter.

Behind these local short courses is the problem of the gap between agricultural research and practice. Livestock specialists at Iowa State University realized there were so many new feeds, feed additives, etc., on the market that general feeding recommendations would not bridge the gap. They planned, by working through county agents, to teach producers basic principles of nutrition they could make their own decisions on practical problems.

## Review for Agents

In nutrition short courses started by the university, with agents as students.

In October 1959, the entire Iowa county staff (100 county offices) was invited to a 4-day livestock nutrition short course at Iowa State.



Willard Branch, vocational agricultural instructor, leads a discussion on the nutrient requirements of beef cattle with a class of farmers attending the Clinton County Livestock Nutrition Short Course.

Nine hours each day were spent in reviewing general biochemistry, biochemistry of digestion, reproduction and growth in farm animals, energy metabolism, protein metabolism, vitamin and mineral metabolism, experimental techniques, and feed additives.

These reviews were followed by guided discussion groups in which livestock rations were balanced and practical application of the basic principles was discussed.

County staff members were expected to use this information in developing their county programs. Each county was provided a handbook of reference material.

## State-County Course

In the winter members of the central staff initiated a similar program in nine counties, cooperating with local agents.

Each county program consisted of a 3-day short course (1 day a week for 3 weeks) for producers and feed dealers. The audience was composed of informal leaders invited by the county extension director.

These men registered for the course in advance. Each received a handbook of reference material on basic nutrition and practical feeding recommendations.

Motion pictures, slides, and other

visual equipment were used to help in presenting the material.

These programs involved 27 meetings. Average attendance was 42—equivalent to 1,134 individual contacts.

An evaluation test was given on the first day and final day of each short course. The average final score was compared with the average of the first-day scores. Audiences in the nine counties increased their overall average test score by 44 percent.

## Local Level School

Last fall the Clinton County extension staff and the DeWitt Community High School vocational agricultural department conducted their own livestock nutrition short course.

They used material from the course on campus a year earlier.

Forty-five farmers, representing 14 townships, attended the series of 5 weekly meetings. Instructors included extension animal husbandmen, a vocational agricultural instructor, and county extension staff members.

The topics discussed at the five meetings were similar to those at the central staff-directed short courses. The student-farmers actually balanced rations during workshop sessions and on the farms. Experimental data were reviewed and explained. And time was allowed for questions.

Farmers filled out questionnaires and prepared work sheets as their "homework" between meetings. The instructors summarized the results on the questionnaires and worksheets at following meetings.

Motion pictures on swine and beef nutrition helped the instructor to summarize the discussion.

A manual was given to each registered member of the class as a reference book at home. The manual reported latest information on 30 phases of livestock nutrition.

Much of the material presented in these short courses is on a college graduate level. Yet farmers have been quick to grasp and accept the ideas presented.

Through this type of endeavor, Iowa extension teachers hope that farmers will understand the principles of livestock nutrition better so that they may make wiser decisions on feeding and management.

# Concentrating on Mass Media

by SAM BURGESS, *Editor, Agricultural Experiment Stations*, and  
GEORGE HINTON, *Extension Field Editor, Georgia*

**E**FFICIENCY became the watchword when the cost-price squeeze of the late 1950's was forcing too many Georgia families off the farm.

In a State where field crops and livestock are about equal as sources of farm income, efficiency meant, primarily, greater returns per acre from investments for crops and pastures. To help farmers get such returns, Extension launched the Intensified Soil Fertility Program.

## *Program Background*

Conceived by extension agronomists, the program was designed to equip county agents with tools to raise the fertility of their counties' soils to more efficient production levels.

Fertilization was nothing new. But surveys indicated that many farmers knew little about fertilizer.

To close this gap in farm know-how, agents were to conduct intensive educational programs on soil fertility, using every means of mass communications available. Success would depend on enlisting the full cooperation of everyone who had an effective voice in county affairs—from newspaper editors and radio or TV station managers to farm women who had telephones.

Supporting the county agents with the facts of fertilization, including latest results of research at experiment stations and on-the-farm demonstrations, were extension agronomy specialists and their commercial colleagues in the Georgia Plant Food Educational Society. Extension editors were to furnish communications materials and techniques.

Soil fertility programs began in six pilot counties in 1957. Since then they have been conducted successfully in 80 counties and are underway in 29 more this year. Followup programs emphasize corn production, pasture improvement, and cotton production on an annual basis.

After orientation and training in district workshops, county agents launched their individual county programs with a kickoff dinner for county leaders. The guest list included leading farmers and professional workers of all agricultural agencies in the county.

At these kickoffs extension agronomists emphasized the economic importance of fertile soil to the county's overall income with slide talks. These slides included color charts of current fertility conditions, average yields, and estimated production potentials.

## *Enlisting Support*

County agents later used these slides and other visuals, such as flannelboard kits, to present the program to meetings of civic, farm, and community organizations. Members were encouraged to help spread the word: Don't Guess—Soil Test, and Have You Had Your Soil Tested? Many home demonstration clubs organized telephone brigades to do this.

Soil test stations, where soil sample tubes, bags, and instruction leaflets are available, were set up at strategic locations. 4-H teams were trained to make soil samples for busy farmers. Soil test leaflets also were distributed through counter display racks in stores and banks. Banks inserted these leaflets in monthly statements. And grocery stores put soil test leaflets in grocery bags.

The cooperation of newspaper editors and radio and TV station managers was sought in the beginning. Generally the response has been enthusiastic. Many editors have issued special soil fertility editions or sections on each of the four basic steps of the program. Packets containing localized news stories, editorials, pictures, mats, and advertising copy were supplied by extension editors.

Radio and TV stations have received similar services including taped interviews, skits, spot an-

nouncements, slides, and ideas for local programs. A number of stations have held "soil fertility days" during soil fertility weeks. One radio station issued a brochure detailing its participation in the program.

Posters, exhibits, street banners, bumper stickers, broadsides, circular letters, post cards, and special events (many of which were planned and executed locally) have augmented major mass media efforts.

## *Multiple Results*

As a result, the entire population of counties, urban and rural alike, have become soil fertility conscious. Soil samples from many counties have increased from a trickle to a flood. Both the number of farms and total farm income have increased.

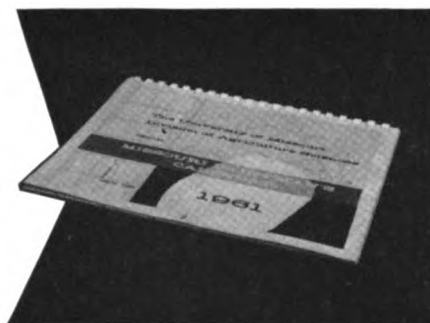
Coffee County, one of the poorest counties, raised its gross income from farm enterprises from \$14 million in 1957 to \$20 million in 1960. In the same period Colquitt County's total farm income rose from \$15½ million to almost \$21 million. Worth County showed a \$1 million increase from corn, cotton, tobacco, and peanuts in 1 year.

Important keys to success of the program include: (1) adaptation of ample subject matter information to the local level, (2) presentation of this information through communications materials and techniques which the county agent and local mass media can immediately use, (3) careful cooperation of State and county members and county agents in establishing rapport with local cooperators, and (4) continuous emphasis on one basic idea with variety, innovation, and enthusiasm.

Extension Director W. A. Sutcliffe feels that the program has been highly successful, not only in raising fertility levels of soils, but in increasing farmer adoption of other extension recommendations for efficient crop production and pasture improvement.

County agents who have conducted programs know that they can effectively use mass communications techniques. Many agents have said that one of the lasting benefits of the program has been its effectiveness in acquainting people with the role of the county agent and the purpose and aim of cooperative extension work.

# TEAM EFFORT to improve DAIRYING



FRED H. MEINERSHAGEN, *Extension Dairyman, Missouri*

We need a schedule of publicity—one that will emphasize good production and marketing ideas that are timely—a calendar of practices and activities that will point toward better dairying.

"You're right! We need a dairyman's calendar!"

These suggestions came from a conference of dairy leaders in March 1960. The thoughts behind their statements may have been different but they were related in aim.

## Industrywide Support

Director of Special Studies and Programs J. H. Longwell invited 40 leaders in production and an equal number from the dairy manufacturing and distributing industry to this conference. They were "to study and evaluate the potentials of the industry in Missouri and to develop, through informal discussion, a dairy program for Missouri."

We were looking for ideas. And the conference provided several—publicity program, dairyman's calendar, short course for dairy plant fieldmen, suggestions on needed research and proposed dairy legislation.

Let's look at the planning behind the publicity and calendar program.

After the two dairy leaders came with their calendar idea the group began to solidify plans. A simple 12-month calendar could relate messages in a time schedule and provide other opportunities an opportunity to join the effort. If everyone emphasized the same topic at the same time, it would

greatly increase the power of the message.

The publicity committee of the Missouri Federation of Milk Producer Cooperatives, along with representatives of manufacturers, planned monthly topics, arranged for printing and art work, and set up the mechanics of the calendar.

Machinery, fertilizer, and feed suppliers were anxious to contribute to the emphasis of each monthly topic.

## Determining Emphasis

Seventeen University of Missouri staff members, plus Loren Gafke, manager of the American Dairy Association of Missouri, developed ideas and material for each month. First the calendar pages were planned. Then a folder for each month was prepared. Distribution was to be made by cooperatives, distributors, and manufacturers buying milk from farmers.

At a cost of 17 cents each, nearly 28,000 calendars were printed. Early in December 1960 the calendar was on its way to more than half of Missouri's milk-producing farms.

In late December the first folder, *Records Are the Master Key to Successful Dairy Farming*, was sent out with milk checks. Each month since then a new folder has been offered to plants and cooperatives for purchase and distribution to their producers.

Nearly 100,000 copies of the first 8 folders were ordered. At this rate, every month 1 out of 4 Missouri dairy farmers receives a folder.

Monthly topics so far included: *Records Are the Master Key*, *Dreams and Plans for Feeding Your Dairy Herd*, *Market Day is Payday for the Dairyman*, *Why Do Butterfat and Solids-Not-Fat Vary in Milk?* *Let's Have Quality Roughage for Our Dairy Cows*, *Why Is June Dairy Month?*, *Open the Door to Good Forages*, and *Buildings and Their Arrangement for an Efficient Dairy Unit*.

## Planned Publicity

Newspapers, radio, and television have endorsed the idea. And the publicity program behind the calendar has been developing steadily.

Last December a group of dairy plants and cooperatives sponsored a dinner to introduce the calendar program to newspaper, radio, and television editors in the Springfield, Mo., area. More than 60 attended.

A 5-minute movie for each month has been sent to farm editors of 7 TV stations over the State. Radio tapes and news releases pertaining to the topic of the month also have been prepared.

County workers found it easier to give current interest to dairy activities and publicity with this information.

The words, "See your county agent or milk plant fieldman," have brought requests for information from previously untouched audiences. This program awakened new interests.

## Interest Tie-in

The Missouri Dairyman's Calendar and information program were begun to serve the entire dairy industry in the State. The calendar provides the central figure in this publicity program to promote interest in the industry.

Typical response to the program and a summary of its value was made by Lloyd Evans of radio and TV stations KGBX and KYTV. "The calendar provides a timely news lead. It gives a common interest between newscaster and farmer. Even an advertising sponsor can be a part of today's topic. It's natural for a united effort to improve dairy production and marketing."

# Design for a Central Information Point

by JAMES E. BROGDON, *Entomology Specialist*, and FORREST E. MYERS, *Assistant Director of Extension, Florida*

SECOND only to tourism, agriculture is a major business in Florida. It brings about \$850 million to the State annually.

Florida's climate is a boon not only to tourists and agricultural production, but also to agricultural pests. Insects, diseases, nematodes, and other pests of crops and livestock can thrive in it.

This problem calls for the development and use of quantities of insecticides, fungicides, nematocides, herbicides, and other agricultural chemicals. And we must consider residues as well as effectiveness of the chemicals which help produce the high quality, wholesome, nutritious food needed and demanded by today's society.

To answer the needs of its highly specialized agricultural industry, the Florida Extension Service established an information center on agricultural chemicals. Founded in January 1960,

the new center is geared to related national and statewide developments.

The complex, changing information on chemicals can be made available to all segments of the State's agriculture through extension workers and representatives of other parts of the industry.

Florida had stepped up its emphasis on pesticide residues when the Agricultural Experiment Stations initiated research in this area in 1949. Laboratory facilities were set up at the Main Station, Gainesville, and the Citrus Experiment Station, Lake Alfred. Research entomologists cooperated at each station by applying pesticides and taking samples for residue analysis.

Also during 1949, representatives of several agricultural organizations met to discuss pesticide residues as they affect the State's agriculture. From this meeting emerged the Florida Conference Group.

This organization represents every phase of agriculture including suppliers, producers, processors, handlers, and shippers associated in one way or another with citrus fruit, vegetables, livestock, poultry, and other agricultural commodities. It has been, and continues to be, active at both the State and national level in many actions relating to agricultural chemicals.

In December 1959, the Florida Conference Group made the following request:

"A definite assignment be given some individual or individuals, charging them with the responsibility for following closely all FDA developments, so as to advise the entire Florida agricultural industry when major developments or changes occur for all agricultural commodities, not only with pesticides, but additives and all other related chemicals used by the agricultural industries. In addition, such individual or individuals

should establish the best possible liaison with FDA officials at both state and national level."

Extension was so designated. From this responsibility grew a vast program of research and information.

Major emphasis has been focused on the Information Center. An appropriate name might be the Florida Agricultural Chemicals Information Center.

The Center is a committee of extension subject-matter specialists from the areas of citrus and tropical fruits, vegetables, ornamentals, agronomy, animal husbandry, dairy, poultry, plant pathology, entomology, and entomology. An assistant director is administrative coordinator. Key representatives of experiment stations, State Department of Agriculture Food and Fisheries Laboratories, and the U. S. Fish and Wildlife Service are ex-officio members.

## *Liaison Assignment*

Extension specialists continue to use usual leadership, contacts, and programs to get out information through their statewide projects. At the same time they cooperate with the Information Center in quickly making information available throughout the entire agricultural industry. Industry cooperation and county agents are integral parts of the effort.

The center is attempting to bring together and point up pertinent information from all reliable sources. It is striving for improved liaison through personal contacts, meetings and contact with State, regional, and national authorities. Its goal is to clarify information and regulatory status, make recommendations, solve problems, create better understanding, and compare related matters.

Chemically Speaking, a periodic news release, is one of the Center's effective methods. The release features Federal Register entries; cites pertinent publications and releases points up petitions for tolerance, newly established tolerances, and exemptions; passes along recent pesticide label registrations; and reports on meetings and conferences.

Extension specialists, county agents, State and Federal

(See Info Center, page 189)



Development and proper use of pesticides and other chemicals are vital to Florida's agricultural industry. Users are kept up-to-date by the State's central information committee—the Florida Agricultural Chemicals Information Center.



Minnesota county agents were supplied a kit of fertilizer, stakes, insecticide, soil sample cartons, and other material for their field fertilizer demonstration plots.

# Soil Fertility Answers in a "Package"

by C. J. OVERDAHL, Soils Specialist, and LOWELL HANSON, Agronomy Specialist, Minnesota

FARMERS, who are becoming more and more technically competent, expect a wide variety of accurate, specific, and up-to-date information on a number of fields. If extension people are going to provide this information, they must efficiently use both research and extension resources. The Minnesota situation in soil fertility is probably typical of problems in a number of technical fields in many States. A small research staff, operating on limited budgets, is expected to provide extension people with new, detailed information. During the late 1950's these were some of the questions being asked for which information was limited: What is nitrogen, phosphorus, and potassium response on corn with different soil tests when modern corn production methods are used? How extensive is the boron deficiency in alfalfa? How much does potash reduce corn lodging in different soil types? What effect does dry weather have on fertilizer response and corn yields?

To answer these, soils specialists, agent supervisors, and county agents came up with a program to provide more soil fertility answers and good field demonstrations. This was done by providing county agents with a series of "packaged" materials for fertilizer field plots.

The plot material was planned and prepared by specialists with consultation with the research staff. Establishment, care, and harvest of the plots were the responsibility of county extension staffs.

With a large number of standardized designed plots, three important objectives have been realized: 1) good fertilizer demonstrations under local conditions and soil types, 2) experience for agents in methods of critically evaluating soils problems and arriving at sound local recommendations, and 3) summary of statewide data by specialists.

This information has been valuable for revising recommendations and for research people in planning more detailed research.

In the past, demonstration plans were available to county workers, but equipment and materials were not provided. Only a few plots resulted, and many were modified because agents couldn't find the right supplies. Often results were poor.

Offering the "package" approach stimulated interest in field fertilizer demonstrations. During 1959, 1960, and 1961, 241 plots have been established on corn and 54 on alfalfa. Of 90 county extension units, 66 have participated in the program.

## Refining the Program

The first 2 years of the program were devoted primarily to getting soil test correlation information with corn. In 1961 a "profit possibility" theme has been promoted with the use of a number of rates of appropriate fertilizer combinations. Summary of these results will provide good information for economic analysis by farm management specialists.

In addition to the fertility treatments, current recommended practices for population and weed and insect control have been used.

An example of "package" fertilizer plot kits were those used in 1961. A kit consisted of fertilizer, stakes, calibrated measuring cups, rain gauge, soil sample cartons, herbicide, insecticide, information form for soil type, past crops, etc., and detailed instructions.

A "multi-stage" procedure on the fertilizer plots followed these steps:

- Designed field plots and packaged materials. Distributed them at district extension conferences to demonstrate a subject of major importance. Extension supervisors assisted in the distribution.
- Supplied plot labels and instructions on how to show the plots during growth and at harvest.
- Sent instruction cards at specific times asking for field observations. This leads to more critical evaluations and more accurate conclusions.
- Made available a special miniature display which provided a follow-through of the demonstration by showing results.

The display could be used in the extension office, at meetings, or at

(See *Package Deal*, page 188)

# TAKING STEPS FOR AGRICULTURAL PROGRESS

by JOHN M. SAUNDERS, *Federal Extension Service*

**U**NITED we stand. Divided we fall. Surely everyone is familiar with this patriotic slogan. It's been applied to nations, teams, clubs, almost any group at one time or another. And it can fit an agricultural industry.

United, or coordinated, efforts of an entire agricultural industry can have more influence and bring about better results than any part of that industry working alone.

Unfortunately, few if any farm products are immune to economic problems. History shows weak moments for nearly all commodities—low yields, poor quality, high production costs, stiff competition, weak markets.

What happens when an industry gets in trouble? What can be done about it?

One answer lies in this united effort we mentioned. When producers, handlers, retailers, wholesalers, government agencies, even consumers work together they can bring about economic improvement of an agricultural industry.

How can such a united effort be achieved. The first step is to bring together all interested groups to take a look at the whole industry—not just one part. They must examine all problems of the industry, analyze alternative solutions, set up an action program, and carry it out.

This kind of effort takes teamwork of a high degree. Extension, research, producers, and industry—all must make their maximum contribution. All must aid in the analysis and planning, as well as in carrying out the program. When all do their part, the entire industry benefits.

The 7-Step Cotton Program is an example of this kind of educational effort. This program is credited with helping cotton retain an important position in the agricultural economy of the South.

Essentially the seven steps in the Cotton Program are applicable to any farm product. The program was worked up jointly by State Extension Services, the Federal Extension Service, other USDA agencies, and the National Cotton Council.

Seven basic steps or key guides were outlined and adopted throughout the Cotton Belt.

Fit cotton into a balanced system of farming.

Follow soil management and cultural practices.

Follow proper insect and disease control practices.

Use adequate and appropriate labor and machinery.

Harvest and gin to preserve staple and grade qualities.

Market carefully.

National, State, county, and community cotton committees were formed to lead and coordinate the program. Each segment of the industry was represented.

## *Committee Makeup*

For example, a committee may have consisted of cotton farmers, an experiment station representative, county agent, agricultural teacher, press and radio representatives, banker, plant breeder, ginner, oil miller, farm machinery dealer, seed or fertilizer dealer, or other members of the cotton industry.

Two major results were obtained

by formation of such committees. First, each individual (representing many in his field) was gaining a better understanding of cotton's problems on the whole and as they affect the various segments of the industry.

These committees also served to close the ranks of industry, research, and education to make a united effort to improve the situation. Each segment learned, in this way, how it could support the efforts of the others for the good of the whole.

County cotton committees were encouraged to help analyze the local situation by determining the problems within their own counties. Then they helped to plan an educational program designed to correct these problems. The county agent, through this committee, could plan complete cotton demonstrations in which the latest research information could be adapted to fit the local situation.

## *Educational Methods*

In addition to the work of the local committees, educational activities on a wider scale were planned.

A broad-gauged information effort was launched through the press, radio, and other mass communications outlets. News media were furnished with releases designed to acquaint the general public with "facts about cotton," and what could be done to preserve a \$22 billion industry.

Research and private plant breeders concentrated on developing varieties with better yields, long staple, stronger fibers, and better spinning qualities.

County, State, and regional insect and disease control conferences were held annually. Programs were developed at each of these levels to meet current needs.

Special ginning and harvesting schools were held. Gin operators were trained in the adjustment and operation of machinery for maximum efficiency and to preserve lint quality. Mechanical harvester operators were trained in their jobs for the same end results—efficiency and lint quality.

The Whole Farm Cotton Demonstrations, conducted in 9 States at 800 farms, served as inservice training. (See *Steps for Progress*, page 11)

# Gains for Agriculture Through Cooperation

by FRED R. ROBERTSON, Acting Director of Extension, Alabama

In Alabama we view agricultural programs as a cooperative operation—both building and carrying them out.

By sharing the work to be done with various individuals, organizations, and institutions, we can make the best use of all their efforts and add to the effectiveness of the total extension program. Extension leadership at all levels seeks the active cooperation of leaders in business, industry, and other agencies or institutions in programs of mutual interest. Extension provides technical and organizational leadership. The staff orientation for such an approach leans toward training county workers and others to perform functions sometimes carried on by extension specialists. Many lay people must hold leadership roles for specific programs.

Specialists must spend a substantial amount of time as teachers of others. If county workers are to be most effective as teachers, they must be armed with appropriate teaching material. And specialists must work together to supply agents with this information.

An organization must be carefully coordinated for action. Participants must be brought into all stages of planning and at all appropriate levels make their maximum contribution.

## Working Procedure

Alabama's 1960 cotton program is an example of this procedure.

With low average yields and small amounts, Alabama cotton production had been declining steadily for the past 20 to 30 years. We were faced with the possible loss of \$130 million annual income from cotton if this downward trend continued.

So, late in 1959 an intensive campaign was organized to strengthen

the State's cotton program. The program had two major goals:

The first aim was to transfer cotton acreage from farmers no longer interested in growing cotton to farmers who wanted to and needed to expand their acreage. (In 1959 about 165,000 acres of Alabama's cotton allotment went unplanted.)

Secondly, the plan was to increase yields and production efficiency so Alabama cotton farmers could compete better with growers in other areas. (Our average yield is only 40 to 45 percent as high as California's.)

The steps taken to plan and implement an educational program for increasing cotton production in Alabama during 1960 illustrate the benefits which can be derived from cooperative efforts.

• A State cotton steering committee, composed of extension personnel in administration, agronomy, economics, engineering, and entomology, was organized to begin planning the program.



• At a statewide meeting in December 1959 the proposed program was outlined and support of other groups was enlisted at both State and county levels. Cotton producers, cottonseed crushers, textile manufacturers, shippers, warehousemen, bankers, agricultural suppliers, and vocational agriculture, FHA, and ASC representatives were invited to participate.

General plans for the program were discussed. All groups attending

pledged their wholehearted support to a statewide program.

• Extension specialists in all major phases of cotton production, harvesting, and marketing helped conduct 2-day district workshops for all men county workers. Detailed technical information was given to all county personnel on the various phases of cotton production, harvesting, and marketing. Demonstrations on how to calibrate and use equipment for chemical weed control and insect control were given.

Similar meetings were held with leaders of other agencies. Mimeographed copies of all information presented were furnished each county.

• Entomology specialists organized an insect scouting school and trained cotton insect scouts.

• Special production recommendation letters for growers were prepared and sent to county workers. News stories and other material were given to county workers throughout the year.

## Measuring Results

Already we have seen results from the cooperative program. For example:

About 135,000 acres were released by growers who did not wish to plant cotton and were reassigned to other growers.

Despite unusually bad weather, the State's average per acre cotton yield was the second highest in history.

Alabama had a greater percentage increase in cotton acreage planted than any other southern State and was the only southern State to increase its production. Our production was 6 percent higher in 1960 than in 1959.

Farmers received nearly \$14 million more for their cotton in 1960 than they would have received if production had followed the trend of other southeastern States.

The cotton program is a measure of the effectiveness of one special phase of Extension's total agricultural program. It indicates the potential for expanding and developing all phases of our agriculture through cooperation with business, industry, and others with mutual interests.

# Solving Poultry Problems Together

by T. N. HOBGOOD, *Community Development Specialist, North Carolina*

*Editor's Note: The author was formerly Surry County Agricultural Agent, North Carolina.*

**N**ORTH Carolina's poultry industry had a problem in 1960. With the coming of the Poultry Inspection Law, condemnation at local processing plants was on the rise.

During 1959, North Carolina had 1½ million birds condemned—valued at \$750,000. During 1960, \$1¼ million worth of birds was condemned at our State processing plants.

Early last year, the condemnation rate was approximately 3.5 percent at the Surry County processing plant. This caused much dissatisfaction among growers, feed companies, field servicemen, and processing plant personnel.

## *Industrywide Meeting*

What was the trouble? What could be done? Because poultry production and marketing has become such a closely knit industry, we needed the understanding and cooperation of everyone involved.

The county extension staff called a meeting to discuss this problem. We invited producers, feed company representatives, field personnel, and processing plant officials.

The county agent opened the meeting by discussing the local problem. The situation was presented, analyzed, and probable solutions suggested to all members of the industry. Everyone concerned ended up with the same concept of the problem and a better understanding of each other's part in the total poultry program.

Poultry Specialist Kenneth C. Bean discussed the causes of losses and where they originated—with the producer, hauler, or processing plant. In the case of Surry County, the largest percentage of the condemnation causes were originating on the farm.

The local processing plant inspector followed on the program. Using birds from the processing plant, he demonstrated why they had been condemned. This really did the job of explaining Federal inspection. It aroused audience participation.

C. F. Parrish, in charge of poultry extension, concluded the meeting with suggestions about what everyone concerned could do to help prevent condemnation of broilers.

This meeting brought out that condemnation was mainly brought about by damp and wet litter. It was shown that supplemental heat in winter helped keep litter dry and prevent roof condensation which in turn caused damp litter.

## *Demonstration Experiment*

Supplemental heat paid off, but it was expensive. And overhead insulation came into the picture.

At that time research information on overhead insulation was not available. But one producer experimented with it during the winter of 1960-61. One 12,000 capacity house was insulated at a cost of 6 cents per square foot. The first brood did so well that he decided to insulate each house as it became empty. The producer now has a capacity of 60,000 with overhead insulation.

Records on the broilers raised in the insulated house last winter showed an improved feed conversion rate. And the producer had a condemnation rate of ½ percent or less, compared with 3 percent the year before.

The processing plant, feed dealers, and service men watched this broiler producer closely. The plant manager now says that overhead insulation is a must for producing top quality birds with low condemnation during the winter months.

The producer with overhead insulation feels that extra profit on the first brood after insulation paid for added costs.

This was a particular problem—a highly specialized area of farm. The techniques—a meeting followed by a result demonstration by the producer—are as old as Extension. But they worked. We went a long way by bringing producers and industry together on a common problem.

## **STEPS FOR PROGRESS**

*(From page 180)*

ing programs for extension agents. These demonstrations consolidated the contributions of all subject matter specialists concerned with production and marketing of cotton.

One of the demonstration farm's major aims was to prove that good practices used in combination resulted in greater total benefits than the sum of these practices used separately.

Other activities included the Farm Acre Cotton Contests and Bale and a Half Clubs, designed to improve quality and lower production costs. They demonstrated the value to be gained by making timely, proper application of all practices proven by research and practical farm experience.

## *Recording Results*

One of the first problems pointed through the program was a great number of varieties grown—the mixing or mongrelizing of types in the field or at the gin. In the early thirties some 500 different varieties and strains of cotton were being planted across the cotton belt. Most were inferior in quality, staple length, and strength.

Today 90 percent of cotton acreage in the Cotton Belt is planted to varieties—all of which have good yields and fiber properties.

As a result of this concerted educational program, cotton is fitted into balanced farming operations, utilizing labor and other resources efficiently. And more and better cotton is being produced throughout the Cotton Belt.

Call it concerted action or just plain teamwork, as you prefer. The point is that when a whole industry works together to improve a farm production economic situation, the results are highly satisfactory to all concerned.





# Planning a TEAM APPROACH to CONTROL MASTITIS

by M. F. ELLMORE, Dairy Specialist, Virginia

OVINE mastitis is a universal dairy problem. Total cost of this disease to U. S. dairymen is well over \$10 million per year.

Attempts to control this disease through the indiscriminate use of drugs has been futile. And the problem is complicated by drug residues which appear in the milk of treated cows. The presence of these residues in market milk is a violation of the food laws.

These are some of the reasons why the mastitis problem has received so much attention in the past 10 years. These are also reasons why Virginia dairymen initiated and organized a statewide program to reduce the incidence of mastitis.

### Call to Action

In 1958 the Virginia Dairymen's Association sponsored a conference to study the mastitis situation and consider its implications for the state's dairy industry. Sixteen or-

ganizations and agencies directly concerned with the industry were represented.

The conference resulted in general agreement that the mastitis problem was great enough to warrant an organized effort to reduce the incidence. So the Virginia Mastitis Prevention and Control Committee was organized.

The committee included representatives of Virginia Dairymen's Association, Virginia Dairy Products Association, Virginia Federation of Milk Producers, Virginia Dairy Fieldmen's Association, Federation of DHIA's, Virginia Artificial Breeding Association, Virginia Veterinary Medical Association, five Virginia Purebred Dairy Cattle Clubs, Virginia Department of Agriculture, V.P.I. department of vocational agriculture, and Extension.

Since this experience, we suggest to others that recognized program development principles should be followed in organizing such a program.

For example, it is wise to limit representation to groups which have an active interest in solving the problem and can make a real contribution. Invitations should be extended to organizations, not specific commercial concerns. Representatives of these organizations should be appointed by each organization.

The sponsoring group will probably be too large to carry out all of the details that go with sound program development. Subcommittees are the answer.

If possible, each member of the sponsoring group should be included on some subcommittee. This will help keep up interest through involvement. Special talents among the members should be used. A member of the extension team should be included on each committee as an advisor.

A program planning subcommittee studied the problem in detail and recommended a long time program. This was developed after studying the characteristics of the disease, the programs of other States, and the resources available to tackle the problem.

The proposed program had two parts: (1) education in prevention and control, and (2) regulations to remove the resistant or scattered sources of infection. Major emphasis was to be on education.

It is known that 70 to 80 percent of the mastitis cases can be prevented. Misinformation concerning the nature of the disease and its treatment, plus lack of knowledge needed to prevent it, pointed toward an aggressive educational program.

### Adopting a Plan

The education subcommittee recognized that reduction of the incidence of mastitis could be achieved only by the people who manage and care for the herds. The attitudes, knowledge, understanding, and skills of these folks had to be changed to lick mastitis.

As the program moves to the field, industry folks must be kept informed and involved. They have a great influence on and daily contact with farmers.

It is important that all tell the truth. (See *Mastitis Control*, page 186)



"Pennstac," electronic computer tested in Montgomery County, Pa., produced mathematical details for getting the best results through farm management. James Becker, farm management specialist and Mr. and Mrs. John Gehman, one of the first families to use this program, check results coming off the computer.

## Electronic "Hired Hand" for modern farm problems

by MARION DEPPEN, *Montgomery County Agricultural Agent, Pennsylvania*

**E**IGHTEEN months after "Pennstac," Penn State's electronic brain, calculated a path to greater farm income, dairy farmer John Gehman said, "I earn \$4 per hour milking cows."

This was a result of linear programming—a mathematical method of maximizing farm income. This new tool has proved to be an effective farm management extension demonstration.

To the two Montgomery County farm families involved, it has meant planned progress. These two dairy farm families were selected for the demonstration as followup on farm and home planning indicated more information was needed to increase farm income in the most practical way.

Scores of details on the farming operations were assembled—size, soil fertility, labor limitations, amount of

capital, extent of credit, production per cow, feed costs, price of milk. These and many other facts were fed into the electronic brain.

"Pennstac" flashed, calculated, and punched. Out came details of possible profitable farm organization.

### *Electronic Analysis*

Dr. James Becker, extension farm management specialist at Penn State, was teamed with the author on this demonstration and reviewed all the answers. The facts and figures showed that most profit could be obtained by milking a large number of high-producing dairy cows.

As a result turkeys were dropped on the Gehman farm. Dairy cow numbers were gradually increased from 50 to 96. Grain was purchased for feed. Emphasis was placed on

producing milk in as large a volume as possible.

The plan showed the 125 acres of cropland would be used best by first producing silage, then pasture (green chop), then hay, and lastly corn for grain.

The large turkey pen became the loafing area for the cows with some alterations. Silage storage was added.

The results were a spectacular increase in farm income with slightly less family labor and no additional hired help.

On the second farm the 150-year-old barn was remodeled to hold 60 rather than 40 cows. Here, as on the Gehman farm, linear programming indicated most profit by maximizing the number of high-producing cows. Broilers were dropped and additional land was used for high-producing silage crops.

### *Combining Know-how*

The success of these linear programming demonstration farms was the result of a team approach—the farm management specialist, the resident staff operating "Pennstac" and the county agent. Farm organization and management principles learned through these linear programming demonstrations have been used in helping many other dairy farmers solve problems.

Linear programming, along with farm and home planning, has meant planned progress for many county farm families.

The need for effective farm management programs is acute in a county which borders Philadelphia. Farm real estate is valued from \$4 to \$2,000 per acre. Taxes are high as are other costs, but markets are good. These facts necessitate top-notch management.

A recent countywide survey of farmers indicated they want the county agent's staff to give first priority to assisting farmers in solving farm management problems.

We are sure that we have helped many farm families achieve improved farm management. We will continue to develop and promote farm management programs to assist in increasing farm income and security for farm residents.

# Sheep Improvement Program Changes the Picture

by J. R. STAUDER, *Sheep Specialist, New Mexico*

TWENTY years ago, New Mexico's products of the sheep and wool industry were nothing to be proud of. Fleece weights averaged only 5½ pounds. Lambs weighed 50 pounds at weaning time. Lambing percentages were 60 percent or worse.

Today the picture has changed completely. New Mexico cooperators' fleeces average 15 to 20 pounds. Lambs are up to 80 to 90 pounds at weaning weight. Lambing percentages run 100 percent and over.

How has this great change come out in such a relatively short time? The answer is a sheep and wool improvement program founded by the experiment station and plugged in the field by extension specialists and county agents.

Briefly, here's the way the sheep and wool improvement program works. Sheep are classified as "A's," "B's," and "C's" according to the staple length-for-grade, their wool, body size, density of fleece, and other traits of economic importance. The best are bred the best, and their offspring are used for replacements.

## Rancher Approval

Ranchers have become thoroughly enthused on this cooperative program—an example of teamwork between research and extension. The results themselves helped to sell the program. Beginning cooperators were the program's strongest boosters.

But it requires continuous training to keep ranchers abreast of new research and methods. New Mexico is training sheepmen on their toes through a broad program.

County and statewide on-the-ranch demonstrations by agents and specialists are continually used to teach the sheep classification system. These demonstrations are carried out on a range that has never been classified. Certificates are issued to ranchers who successfully classify sheep.

In 1958 a new tool, the wool squeeze machine, was incorporated into the demonstrations at shearing time. This machine, developed by the experiment station, computes the clean fleece weight of a greasy fleece by compressing it.

One-day clinics are often held in conjunction with the sheep classification demonstrations to present the latest management research.

Two annual statewide sheep and wool schools are held each year. One, held during the annual convention of the New Mexico Wool Growers, presents latest research in sheep husbandry and wool technology. The other, held at the university each summer, covers a wider field of interest. Practical grading of 100 to 150 fleeces, representing different areas of the State and including wools of all lengths, fineness, and shrinkage, are used in this school.

Wool schools are also presented on the county level (using 20 to 30 fleeces).

Exhibition of growers' top fleeces in the State wool show affords com-

parison, creates interest and competition, and promotes the sheep improvement program. Between 200 and 250 fleeces are entered each year.

The range sheep show at the state fair was initiated in 1955. It was the first statewide sheep show that emphasized a strictly range conditioned yearling sheep. This show affords an opportunity to exhibit and compare, create interest, and educate growers to the advantages of a selective breeding program.

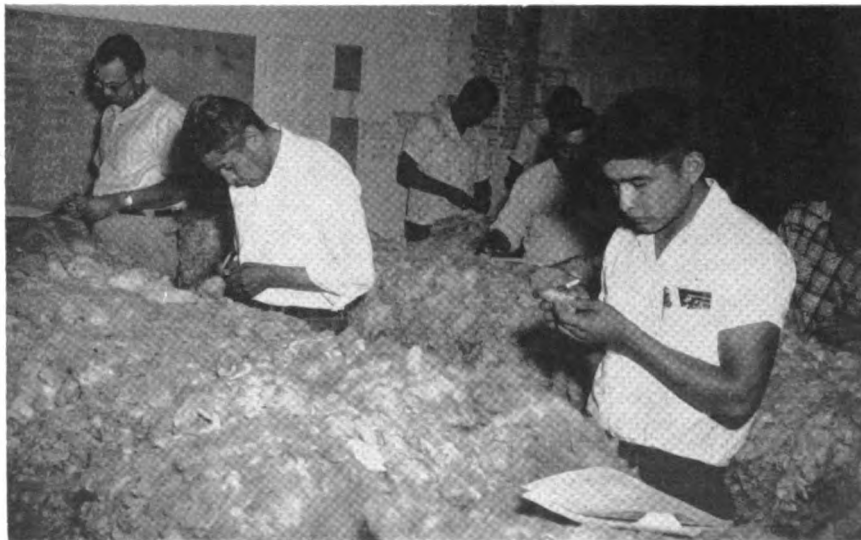
An annual sheep and range tour allows growers to observe the stock and facilities of fellow sheepmen.

Sheep breeding practices and management methods are discussed by the ranchers. This tour provides another opportunity for sheep growers to exchange views.

The *Shepherders Special*, monthly letter of the extension sheep and wool marketing specialists, carries news of events, meetings, and items of interest to county agents and wool growers.

This year extension added a new field of education to its projects of range sheep management, fat lamb, farm flock, etc. A statewide 4-H wool-grading and wool-judging contest roused interest and competition.

This close cooperation between researchers, specialists, county agents, and ranchers, increasing the efficiency of production, has been worth several million dollars annually to the total sheep and wool industry.



As part of the State's detailed sheep and wool improvement program, short courses at New Mexico State University offer ranchers an opportunity to practice grading.

## AREA ASSIGNMENTS

(From page 172)

ings with the county court judges (decision-makers on allocating county monies); development of planning committees in each of the specialized program areas; meetings with larger groups of key leaders to explain the proposed changes; and finally, explanation by extension agents to the general public.

Obviously policies, operating procedures, administrative accountability, and other such things were modified to fit new geographic assignments.

All persons in these groups had ample time to study the proposal, raise questions about it, make suggestions, and finally express their approval or disapproval. The attention placed on clear, accurate, and complete communication over many months appears well worth the time and effort, since there have been relatively few serious problems.

### Testing Aims

The purpose of all this attention to administrative structure, personnel assignments, and other facets of its operating environment is to increase the probability that the Extension Service staff will succeed in developing the ability, capacity, and desire of the people with whom they work to make decisions for themselves, although not necessarily by themselves.

This should result in their being able to attain to the fullest degree and in the most efficient and effective way possible their individual and collective objectives. The processes through which people go to accomplish this will result in improving their ability to think clearly, comprehensively, and in greater depth, then take action on things of importance to them, things which affect their welfare and the welfare of their families, their communities, and their nation.

Creating flexibility, but maintaining direction in organizational structure, policies, operational procedures, and personnel assignments, and sustaining a high level of sensitivity to the needs of the present and future is the minimum that may be done to accomplish this objective of the Extension Service.

Each facet of the operating environment in which extension personnel work must be a function of and not a determinant of our educational programs. Making certain that this happens is a responsibility of every extension worker, and this takes constant alertness.

## MASTITIS CONTROL

(From page 183)

same story. Recommended practices must be sound and understood by all. This is where the editorial subcommittee performs an essential function.

The effectiveness of our extension efforts can be increased through this method. There will be members of the sponsoring organization in nearly every county. The county agent can use this talent just as effectively as it can be used at the State level.

This team approach does not lessen the amount of work for the extension staff, but the nature of the work will be different and our efforts can be multiplied many times.

Our first year's plan consisted of publishing and distributing general information about mastitis and its prevention. This material was to arouse interest and increase general knowledge and understanding of the subject.

A second part of the plan was to work with the professional personnel who would be involved. This included the membership of cooperating organizations. These people have daily contact with dairymen and a direct interest in their welfare. Veterinarians, fieldmen, sanitarians, vocational agricultural instructors, and others would be involved.

Because so many people are making recommendations to dairymen, it was considered essential that all information released, regardless of its form, should be consistent. So an editorial subcommittee was appointed to edit all published material to insure uniform recommendations and that no statements were contradictory.

A program seal was developed and printed on each approved publication. The seal enables anyone to distinguish between material published for the committee and any other material.

The educational plan has been carried out on schedule. By July 1, 1961, the volume of material exceeded 300,000 copies. Although this is a measure of progress toward the objective, it gives an idea of the scope of the effort and its potential impact.

The type and purpose of material prepared included:

- A series of monthly fact sheets for dairymen—16,000 are distributed each month through county agent mailing lists.

- A large chart for dairy barns—10,000 of these were distributed (lining the recommended procedure for managed milking).

- Herd management survey form and guide—primarily for professional workers who make farm visits.

- Vocational agriculture lesson plan—for teachers.

- Guide for county agents—planning county programs.

- Slide series and script—available to any group through district agent area supervisors of vocational agriculture, or VPI Extension Service.

### Program Support

Every organization on the State committee has cooperated wholeheartedly. The Virginia Dairymen Association, the initiating organization, provided an executive secretariat and financial support. Other industry representatives have given time and travel.

Extension has paid the print costs to date. In addition, many cooperating organizations have printed the educational material in their house organs.

The process moves slowly. The more people that become involved, the greater becomes the task of keeping them involved, informed, and interested.

Extension workers must be careful to give lay leaders the opportunity to express themselves and to develop leadership.

Our success so far has made more determined to continue the effort. During 1961 emphasis has been on managed milking. Major emphasis is also directed toward more intensive program development at the county level.

# Approaching Dairy Problems as a Team

by DR. STANLEY N. GAUNT, *Animal Husbandry Specialist, Massachusetts*

THE easy, the simple problems were solved yesterday. The cost-price squeeze is tightening, problems are more complex. In other words, dairy-  
ing is more specialized today.

More than ever the answers to many dairymen's problems lie not within just one subject matter area or department, but from the most profitable combination of practices, resources, and managerial ability. The extension dairy program should be integrated and coordinated to meet dairymen's needs.

This has been our approach for many years in program development under the direction of our Massachusetts Extension Dairy Committee. The committee includes extension personnel and heads from each department of the university concerned with dairying, plus three county agents.

Each spring we ask our county agents to determine (by survey or county dairy committee meetings) the special needs of the dairy indus-

try in their counties. These are summarized and presented to the State committee.

The committee selects 3 or 4 areas needing the most attention for special emphasis. Many other phases of dairy extension work are covered, but our efforts are concentrated on these special areas.

In our program this past year, the four projects of special emphasis were: Farm Business Management, Forage Evaluation and Feed Adjustments, Mastitis Control, and Sire and Dam Selection. In each case the project included personnel from more than one university department.

The State program is printed and distributed to county agents at a statewide meeting in the early fall, with an outline of the various steps to put it into operation. Then it is presented to each county dairy committee to secure their support.

In addition, counties are encouraged to develop special projects of

their own, such as organized tours, special events in the markets, coordination of county dairy breed and organization activity, and plans for adapting the State program into the county situation.

## *A Team Project*

This whole program requires teamwork to be effective. A good example of this is the integration involved in forage evaluation and feed adjustments.

Under this program, the agronomy, control service, and dairy and animal science departments determine the feed value of forage samples submitted by dairymen through various tests. They interpret the analysis in terms of how the dairymen can use this information.

County agents work directly with dairymen on the use of this information in making feed adjustments. Lastly, we gain information from this project which is valuable to our departments in helping convince dairymen of the practices that are most effective.

How effective was this team project? Results of 2 years work show it to be quite successful.

Over 850 samples of hay, corn, and grass silage were analyzed each year. Many dairymen will testify to its value as is verified in an article on the project which appeared in a national dairyman's magazine last year. It was of special help to dairymen in Dairy Herd Improvement Associations in securing more accurate grain recommendations.

## *Dairy Digest*

Another highly effective phase of the overall dairy program is our Massachusetts Dairy Digest. This is a monthly publication reaching 2,475 dairymen and leaders with latest information on research and dairy developments. The Digest gives us an opportunity to come onto each man's farm each month with suggestions or ideas that aid him in his day to day operations and in planning for the future.

Again, the key to success of this publication has been the team effort.

(See *Dairy Team*, page 189)



silage is, one of the Massachusetts Extension Dairy Committee's priority projects.

## PACKAGE DEAL

(From page 179)

business places. Along with field meetings, this display increased the mileage of the "message." Mimeographed pick-up sheets explaining the purpose of the plot and the results, including profits and soil test relationships, accompany the display.

The National Plant Food Institute has defrayed costs during the past 3 years. The Minnesota Fertilizer Industry Association provided the fertilizer, and students assembled the packages.

Writing instructions and arranging materials for the packaging was time consuming. However, the large volume of requests (79 in 1959, 120 in 1960, and 96 in 1961) and resulting data increased efficiency.

Packaging has expanded the past year to include exploring for boron and sulfur needs on alfalfa and correcting zinc deficiency on corn. These "quickie kits" (small packages to be carried in cars) have been used effectively in spotting smaller and less obvious nutrient troubles on growing crops.

Farms are becoming larger and more specialized. Therefore, sharper communications, including local field results, are necessary. Plot work has yielded considerable data and allows the intimate contact and experience needed.

As a result of the program, we have gained vital, new information. Average phosphate and potash

corn yield increases were large on low testing fields and surprisingly small on fields with medium and high tests.

A 13-county area demonstrated boron deficiencies on alfalfa—more than was expected.

The percent yield increase over the check due to fertilizer was 23 for dry conditions and 19 with good moisture conditions.

The effect of potash was as important in reducing lodging on some soils as it was in increasing yields.

Three years of experience have shown that a coordinated program of field plots can go a long way in providing the answers that modern farmers and agents are looking for.

## AREA SPECIALISTS

(From page 173)

According to the major subject-matter needs of those sections.

How do the area specialists work? Their assignments are similar to that of State specialists. They serve a smaller area, conduct more sub-district and county meetings with agents, meet and plan with more program building committees, train more leaders, assist directly in planning and setting up demonstrations, and write news releases that can be adapted for county use. They conduct short courses and coordinated programs, often involving all of the specialists at one headquarters on a combined program.

This gives a "grass roots" approach to the whole effort. Agents and local leaders feel that this approach meets local needs better than general recommendations from State headquarters. Area specialists are closer to the situation and are able to identify problems needing research, thus providing a two-way flow of information. They do not prepare as many publications as their associates in the State office.

How are they trained and coordinated? A subject-matter project leader on the headquarters staff is assigned the responsibility for initial orientation and training of new area specialists in extension philosophy, methods, research now in progress, and other pertinent information. Each is provided orientation experiences.

At conferences, held several times a year at headquarters, all area headquarters specialists in a subject-matter area, the department headquarters and research personnel combine their efforts and coordinate programs. State specialists in each subject-matter area concerned visit and train area specialists in their areas or districts. Travel schedules and itineraries are developed with district agents at the assigned headquarters by correspondence and at staff conferences.

This is our approach. It isn't a whole answer, but it is working well. The area specialists plan for greater returns for the resources. They keep agents better informed so that there is a technical specialist available on a "grass roots" level. Each specialist knows the local situation intimately and can respond quickly to educational needs in the county. The system is helping us to provide more effective agricultural programs for all of the people.

## TRANSITION

(From page 171)

The traditional role of Extension needs to be expanded to encompass other areas than productivity, including business management decisions. Along with the tremendous growth of agribusiness has come a shift in functions from farmers and homemakers to business firms. Yet, later, too, need management assistance.

We must place more emphasis on the problem-solving approach. Most of the problems we are asked to provide assistance in solving are so complicated that a team approach involving a number of disciplines is needed. From now on, we must be prepared to be at home with complexity.

According to a report from the Bureau of the Census of the 1957 Census of Agriculture, "Much greater specialization and commercialization in the production of many farm products occurred during the last 5 years than during any 10-year period recorded by the farm census."

Should not Extension take its lead from this? We must build our future—otherwise we will be engulfed by it.



A much larger audience was reached with displays, like this one from Dodge County, than through field demonstration meetings alone.

# Turning with the tide

by PAUL YOUNT, Poultry Specialist,  
Mississippi

COUNTY agents play a vital role in today's highly complex agricultural industry. It's an active role, changing constantly in the skills demanded.

In recent years, we've seen agents' audiences vary and the requests for assistance grow more complex.

And he must turn with the tide of progress. For example, look at the county agent's changing role in the poultry business in Mississippi.

As late as 1945 more than 90 percent of the requests for information and assistance from the extension poultryman were from home agents. Farm women called on these agents for help with the simple management problems of their small "home" flocks. When the home agent needed more information, she checked with the extension poultryman. When he needed more information, he checked with research men at Mississippi State University.

## Commercial Growth

By 1950, with increased interest in commercial production, more than 50 percent of the requests for information and assistance from the extension poultryman were from county agents.

Farmers called on the county agent for help with the more complex management problems of his commercial enterprise. When the agent needed more information, he checked with the extension poultryman. In dealing with the problems of commercial poultrymen the extension specialist relied more and more on county research men. He also began to contact outstanding authorities at other experiment stations and with other commercial companies.

By 1955 our poultry industry was fully integrated and many producers were operating on a contract

basis. Advanced technology required highly trained field supervisors who were furnished by the large operators.

These men visited producers at least once a week. County agents were seldom asked for assistance with management problems. And the extension poultryman was making more referrals to outstanding experts at other institutions or with large, nationally recognized companies.

By 1960 practically all Mississippi broiler growers and producers of hatching eggs were operating on a contract basis. Volumewise, most of those producing table eggs were on contract, too.

More than 150 servicemen were working for the contractors, on call 24 hours a day. Practically all of them had college degrees in poultry; many had master's degrees in poultry, also. These men kept up to the minute on the highly technical information necessary for success in today's commercial poultry business.

## Agents' New Duties

All these changes had a definite effect on the county agent's job. As related to our commercial poultry industry, his job is bigger and more complex.

The county agent serves as counselor, adviser, and organizer.

The farmer who comes to his office now wants to know the cost of going into the poultry business, probable dollar returns, and what contracts are available.

The poultry contractor who comes to the agent's office today wants to know about prospective growers. He may ask the agent if he can explain his program at a farmers' meeting. The contractor may want the agent to call a conference of other poultry managers, bankers, businessmen, and leaders to discuss credit, markets, area development, or other problems.

Today the county agent can perform his job well in calling meetings, arranging conferences, producer schools, or workshops. He can head up surveys, tours, field days, and other educational events. He can help plan for and achieve group and area facilities and programs.

The county agent today is a liaison man and a leader in the poultry business. His job is bigger than ever.

## DAIRY TEAM

(From page 187)

Each issue carried feature columns in several subject matter areas—veterinary, feed, agricultural engineering, economics, dairy trends, and a county agent's column. In addition to these regular features, articles by other specialists in other fields are used also.

The county dairy committee also plays a key role in determining the success of the program. These county committees are composed of leading dairymen in each county; representatives of the dairy organizations; breed, feed, marketing, and cooperative dairy groups; and veterinarians.

We encourage the committees to add members each year. This helps bring in new leadership, younger men, and gains greater support for the program.

We believe our team approach in planning offers an excellent opportunity to our State extension workers and county agents to develop effective programs. It's up to each of us to take advantage of the teamwork.

## INFO CENTER

(From page 178)

USDA, experiment stations, and industry people supply information for the releases. They are assembled by the extension entomologist and the assistant director on the committee.

Each week or two, Chemically Speaking is distributed to a mailing list of nearly 500 individuals and organizations. County agents, Florida Conference Group designees, college and experiment station workers, and several key agency people receive the release.

These recipients, in turn, are responsible for reproducing the material for their clientele. This is being done completely or in part by many individuals and organizations.

Other effective activities are being undertaken by organizations, committees, and individuals, often in connection with the Information Center.

It is generally felt that the Agricultural Chemicals Information Center has made considerable progress and is making a very worthwhile contribution to the overall effort to the wise use of chemicals.

# Farmers Favor Night School Sessions

VIRGINIA farmers tried going to night school last winter and heartily approve this method of learning about new agricultural information.

In place of the usual day-long school, Culpeper County planned night sessions for their farmers. Two 1-hour sessions were held at the local high school from 7 to 9 p.m. each Tuesday during February.

The school was unique, not only in the approach but in the preparation beforehand. Local leaders did nearly all the planning and coordinating. Local commodity committees endorsed the night school idea and selected topics and speakers.

School officials and the Culpeper County Extension Board of Agriculture also supported the new venture.

Enrollment forms were sent to the county farmers, businessmen, bankers, feed and fertilizer dealers, and other interested groups prior to the school. These forms, indicating



Following night school classes on new agricultural information, Virginia farmers and "students" held informal discussions with their instructors.

which classes the "students" wanted to attend, were to be returned before the first meeting.

Four sections had been arranged—one each for agronomy, farm management, dairying, and livestock. Each farmer attended two classes of his choice each evening.

Virginia Polytechnic Institute specialists served as class instructors. At the end of the last class period, these instructors opened an informal

questioning session. A local farm service organization provided refreshments during this get together.

Attendance averaged almost 145 each meeting. A total of 578 attended the four meetings.

Farmers rated this school "excellent" on evaluation sheets. They asked for another of the same type next winter.

by R. D. MICHAEL, Editor, Virginia

# Teaching Via Special Short Courses

CONVENTIONAL farm meetings, like the old Model T, are being replaced with new models.

Take this Michigan newspaper announcement for example: "Training classes arranged for Delta County poultrymen this week will include 20 hours of study of production and marketing phases of the industry."

This was not an ordinary farm meeting.

The one-shot meeting, where rural people gather to get the latest word on chemicals, furniture repair, etc., seems to be giving way to the meeting series. In a sense these are locally adapted off-campus short courses. A subject matter specialist uses a depth approach and becomes a teacher, not just the speaker for the evening.

A night class program in Michigan's Upper Peninsula started when Dickinson County Extension Director Frank Molinare arranged a 4-meeting course on soils. Similar adult classes on forestry, dairying, and poultry management have been held in other U. P. counties. And comprehensive livestock short courses have been held in other parts of the State.

Why are people digging deeper for

information? "In this day of specialization, they are interested in why as well as the how," reasons Molinare. Turnout for the special classes was so good that he plans others on forestry and dairying.

U. P. District Director Daniel Sturt says, "Greater concentration on a particular subject matter area is a must if people are to achieve the level of proficiency essential to compete in the modern world."

The willingness, even eagerness, "dig a little deeper" is reflected in the popularity of detailed short courses on specialized agricultural subjects.

by JAMES W. GOOCH, Information Specialist, Upper Peninsula, Michigan



NEWS

and

VIEWS

## White House Secretary Addresses Agents

Andrew T. Hatcher, associate press secretary at the White House, was guest speaker at the 10th annual meeting of the National Negro County Agents Association.

Hatcher addressed the agents at their annual banquet during the convention held in July on the Oklahoma State University campus, Stillwater. Other speakers included: Dr. O. S. Williams, OSU president; Dr. A. L. Morrow, OSU Experiment Station Director; W. L. Foreman, National Extension Council president; Carl Humann, National Live Stock Meat Board general manager; A. S. Bacon, Federal Extension Service; Richard Bowman, assistant director, Peace Corps; and Vernon E. Burnet, Farm-Home Administration.

Delegates were conducted on a tour of the heart of Oklahoma's meat section. The tour concluded with a barbecue dinner on a ranch.

## BOOK REVIEWS

**PRINCIPLES OF GENETICS** by Elmer J. Gardner. John Wiley & Sons, New York, 1961. 366 pp., Illustrations. *Principles of Genetics* was written primarily for the college student taking his first course in genetics. Nevertheless, extension workers and all others interested in scientific methods of improving plants or animals will find this book instructive and interesting.

The book stresses principles but contains numerous examples which illustrate practical applications.

Starting with Mendel's experiments, the author defines and discusses the basic principles of genetics, cells, heredity, interaction, genes, chromosomes, linkage, crossing over, mutations, alleles, and compound loci.

Separate chapters discuss physiological genetics, population genetics, and systems of mating.—*Jas. E. Crosby Jr., Federal Extension Service.*

**HOW AGRICULTURE OPERATES—IN PRODUCTION—IN MARKETING**, edited by Lee Kolmer and George W. Ladd. Iowa State University, Ames, Iowa. 1961.

Are you looking for cost-price facts to use in talks, news articles, radio and TV programs, and exhibits? *How Agriculture Operates—In Production—In Marketing* attempts to explain the major causes of the cost-price problem facing farmers.

The publication (report No. 6 from the Iowa State University Center for Agricultural and Economic Adjustment) was prepared primarily for teachers, extension workers, and others engaged in adult education work. It's packed with facts and trends affecting American agriculture.

Chapters cover: how characteristics of individual farms and agriculture as a whole affect the cost-price squeeze; marketing, demand for farm products; foreign trade; what causes farm prices and incomes to vary; and how the prices farmers pay are affected by growth in consumer income, technology, and characteristics of farm firms.

The report can be purchased from Iowa State University Publications, Morrill Hall, Ames, Iowa.

## Monthly Revisions in Publications Inventory

The following new titles should be added to the Annual Inventory List of USDA Popular Publications. Bulletins that have been replaced should be discarded. Bulk supplies of publications may be obtained under the procedure set up by your publication distribution officer.

- F 1787 Internal Parasites of Swine—Revised 1961
- F 1798 Control of Common White Grubs in Cereal and Forage Crops—Slight Revision 1961
- F 1861 Insect Pests of the Peach in the Eastern States—Reprint
- F 1893 Control of Grape Diseases and Insects in the Eastern U. S.—Revised 1961
- F 2108 Cut the Costs that Cut Your Farm Profits—Revised 1961
- F 2161\* Your Farm Renting Problem—New
- F 2162\* Your Farm Rent Determination Problem—New
- F 2164\* Your Farm Lease Contract—New
- F 2166 Swine Production—New (Replaces F 1437)
- F 2167 Family Farm Records—New (Replaces F 1962)
- F 2168 Controlling Potato Insects—New (Replaces F 2040)
- G 24 Clothes Moths and Carpet Beetles—Revised 1961
- L 341 The Meadow Spittlebug—How to Control It—Revised 1961
- L 490 Caponizing Chickens—(Replaces F 849) New
- L 492 The Common Liver Fluke in Sheep—New
- L 493 Liver Flukes in Cattle—New
- L 494 The Armyworm and the Fall Armyworm—New (Replaces F 1850 and F 1990)
- MB 18 Food is a Bargain—New
- M 836\* Your Cash Farm Lease—New
- M 837\* Your Livestock Farm Lease—New
- M 838\* Your Crop-Share-Cash Farm Lease—New

\* Replaces F 1969 and M 627

The following publications have been discontinued by the Department and are no longer available.

- F 1291 Preparation of Fresh Tomatoes for Market
- F 1870 Pruning Hardy Fruit Plants
- AB 98 Loose Housing for Dairy Cattle

fruits and  
vegetables

# In Season Every Season



**S**UMMER, winter, spring, or fall—any season of the year can be the right season for fruits and vegetables.

It wasn't too long ago (20 years or less) that our fruits and vegetables were available only on a seasonal basis. Melons, berries, tomatoes, and many others were almost unheard of out of season.

Today you can get most fruits and vegetables readily almost year round. How has this come about? Technology. Modern methods of production, harvesting, processing, storage, and transportation have changed the picture.

Take any one of these scientific advances and you'll find consumers' wants and needs played an important role in initiating the changes.

Consumers expect and enjoy fresh vegetables and fruits all year. Modern refrigeration, transportation, and marketing methods provide these foods farm-fresh at all times.

### *Overall Improvements*

Not only the availability, but the quality, variety, and wholesomeness of our fruit and vegetable supply are unequaled in the world.

Quality control begins on the farm with variety selection. In production, the latest research is used to increase yields, reduce costs, and reduce damages and losses from insects and diseases.

New packaging methods contribute to food quality. Polyethylene bags, for example, retard moisture loss and keep produce fresh, clean, and attractive. Refrigeration in retail stores also helps to maintain food quality.

Food variety today is almost unlimited and seasonal eating habits are almost unknown. Dried, fresh, frozen, canned, even flaked forms of foods are available at all times.

In many instances the price for a frozen or processed product is about equal to or even less than the cost of the fresh product. The savings come in reduced waste, dependable quality, and convenience in preparation.

Today's homemakers, pressed for time in preparing meals, ask for and are willing to pay for high quality convenience foods—frozen juice concentrates, easy to prepare fruits and vegetables.

American consumers can buy food with confidence, knowing that it is

the safest, cleanest, and most wholesome in the world.

Eighty-five percent of all fruits and vegetables marketed are packed according to Federal Government grade standards. Ninety percent of the frozen and 23 percent of the canned fruits and vegetables are also sold under Federal grade standards.

Research shows that conditions that keep fruits and vegetables fresh and attractive usually help them retain their nutritive value. Spinach may lose as much as half its Vitamin C value in 3 days at ordinary room temperature. But proper cooling reduces this loss.

### *More for the Money*

Each American, in 1960, consumed (plus other foods):

- 204 pounds of fruits
- 203 pounds of vegetables
- 103 pounds of potatoes
- 6 pounds of sweet potatoes

And actually, all this good food costs us less than ever before. In 1947-49, food expenses took 26 percent of our disposable income. Today it takes only 20 percent. In addition, our disposable income is half as large.

The availability, quality, variety, and wholesomeness of our fruits and vegetables on an almost year-round basis have improved materially. We can look for technology to improve our food even more in the future.

Modern farm production and marketing will continue to provide with a basic requirement of good health—nutritious, wholesome food in plentiful supply.

Are you telling America's greatest success story—the story of agriculture—to nonfarm groups in your area? This is No. 5 in a series of articles to give you ideas for talks, news articles, radio and TV programs, and exhibits.

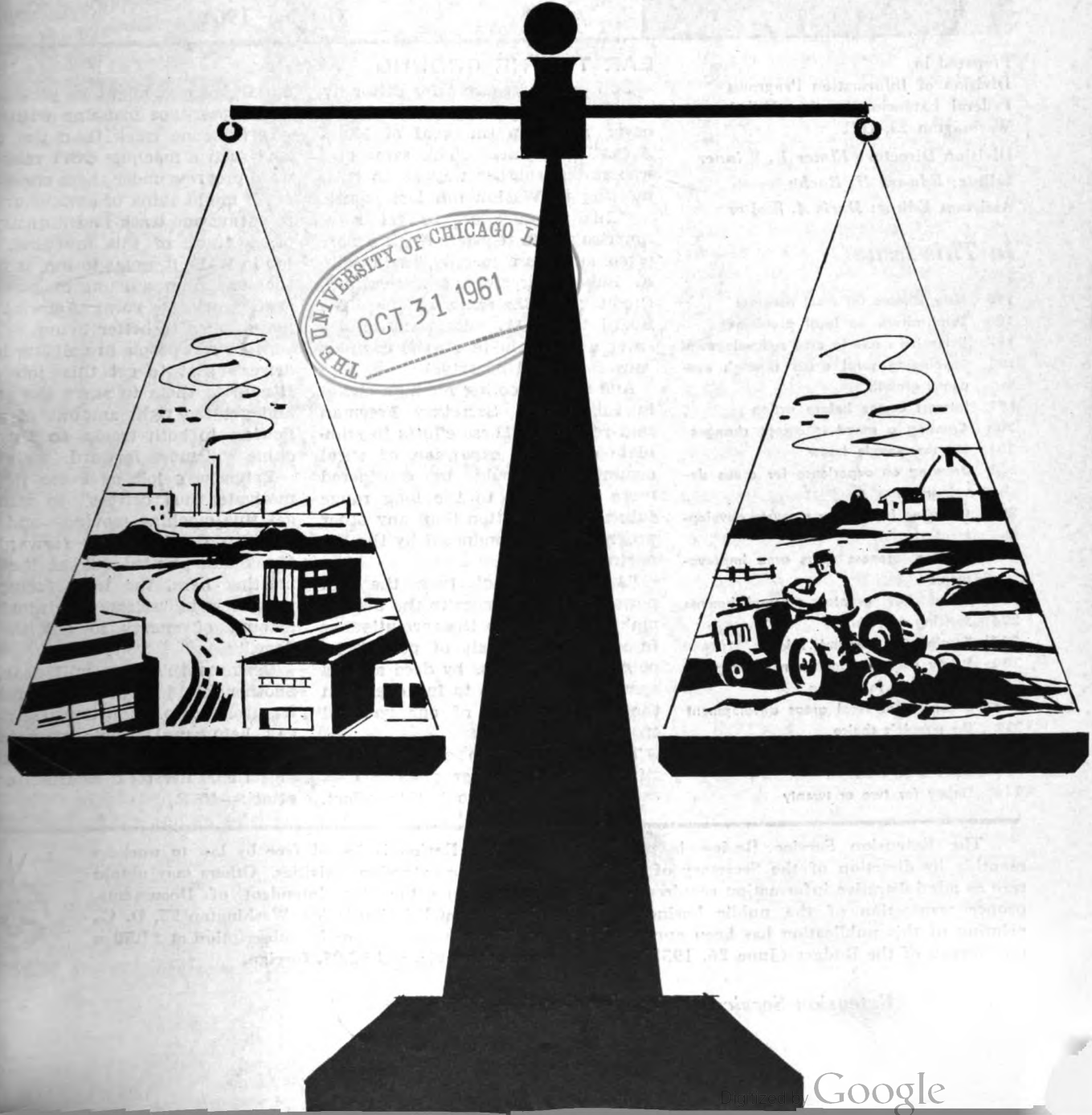
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# EXTENSION SERVICE *Review*

OCTOBER 1961

**RURAL AREAS DEVELOPMENT**  
full use of resources for better living





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

*The Extension Service Review is for Extension educators in County, State and Federal Extension agencies—work directly or indirectly to help people learn how to use 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 for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agencies, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more their own resources, to farm more efficiently, and to make home and community a better place to live.*

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### EAR TO THE GROUND

Full use of resources for better living. That statement on this month's cover sums up the goal of Rural Areas Development. This same goal was stated another way at an RAD meeting in Washington last month.

"This is an effort to get rural America's cash registers ringing more often and more merrily," said John A. Baker, Director of Agricultural Credit and Chairman of the RAD Board in USDA. "We want to discover and eliminate all the complex causes of rural poverty."

And we're shooting for high stakes in this effort. Secretary Freeman said recently, "These efforts to stimulate economic expansion of rural communities could be considered more important to the long range future of our Nation than any other program being conducted by the Department."

"America cannot turn the full power of its resources to the task of making democracy the revolutionary force in the pursuit of peace," he pointed out, "unless by deed and by example we restore to full operation the rural cylinder of our national engine."

This reference to an engine reminds me of another analogy that could be made about this effort.

Rural America might be pictured as a bulldozer-type machine with power in one track than the other. And such a machine can't make forward progress under these conditions.

We might think of agriculture resenting one track and industry the other track of this machine. In a job in RAD, it seems to me, to get the maximum amount of power on each track so rural America can move ahead to better living.

And rural people are sitting in the driver's seat to get this job done. It's up to them to start the engine and get the right amount of power flowing to both tracks so this machine will move forward.

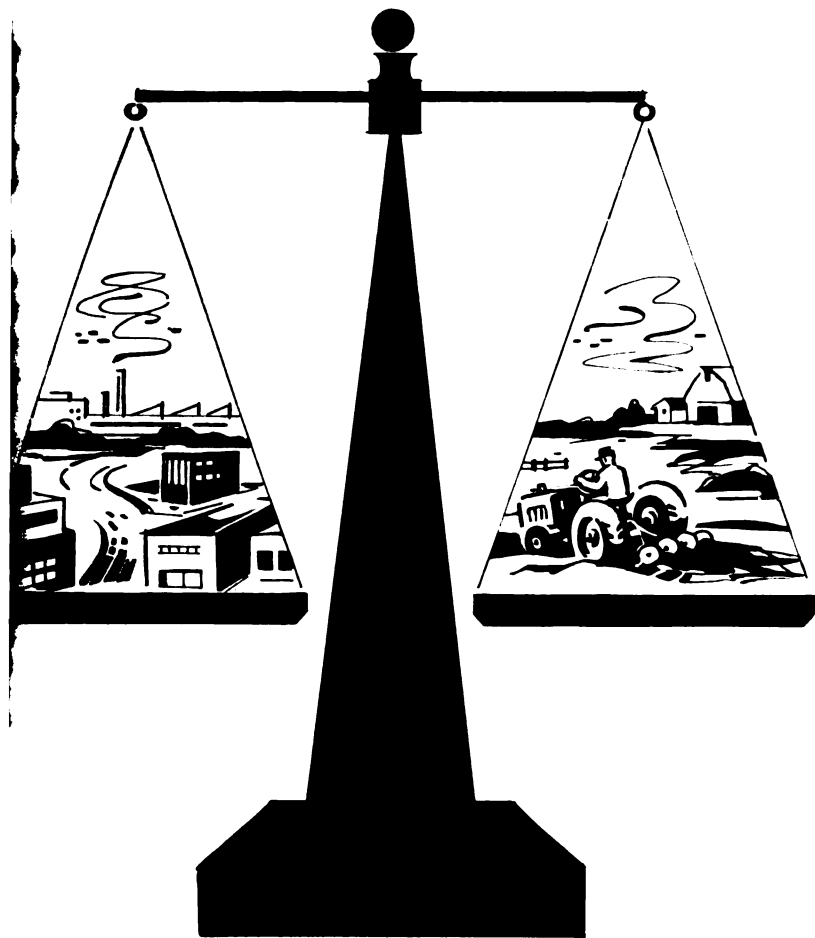
Extension's job, as I see it, is to motivate the "drivers" to want to get this machine moving—and to help keep it moving forward. Mr. Baker pointed out at the meeting here, the task facing Extension is to "release the maximum amount of energy to get the job done."

Next month's issue will deal with another big job facing Extension—Rural Defense. It will tell how we can help rural people prepare and protect themselves, their crops and their livestock against enemy attack.—EHR

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# New Climate for Rural Progress

DRVILLE L. FREEMAN, *Secretary of Agriculture*

HERE'S a new climate of hope in one of the country's most depressed rural areas." This quote from a recent front page newspaper story is a renewed faith in what the future holds for rural communities. It was a story of progress in an urban rural development area—a story of local people working together, talking about progress, of their government agencies working with them. Extension agents and leaders know many such stories and have helped them about. They are an antidote to some of the problems facing America—adjustment, low income, and unemployment. More than a third of all farm families are making less than \$2,000 a year. Many are underemployed. The

hours of underemployment of people in rural areas add up to 1.4 million man-years of unemployment.

While we are doing everything we can to relate farm production more nearly to total use, a basic goal in our rural areas is total resource development. That's primarily a job for the local people of each area in terms of the needs for more jobs, more efficient farming, more enterprises, new skills, and other possible opportunities for area development. The USDA and Extension stand ready to help.

The Department is mobilizing all its resources to assist State and local leaders in a vigorous program of Rural Areas Development. This program is a major Department activity

and will receive priority attention of all USDA offices and agencies.

The goals of this program are: to create a new climate of hope and progress in each area; to abolish rural poverty; to help bring agriculture, industry, recreation, forestry, and other possibilities together into most productive balance; to make democracy continue to work.

In all these goals the major aim is to make sure Department programs are of maximum assistance to each rural and small town area. This effort to help local people stimulate economic expansion in rural communities could be considered more important to the long range future of the Nation than any other program.

Through the recently passed Area Redevelopment Act, Congress has furnished some additional tools to help meet the problems of the rural areas that are hardest hit. These include special developmental loans, retraining programs, and other assistance for which local people in specified underemployed counties can apply. This program is an important supplement to the Department's more comprehensive Rural Areas Development effort.

## *Extension's Directive*

You in Extension are experienced in helping people organize for this kind of local development. We need to help people get the facts, analyze the alternatives, bring in help, and move forward with their own development programs.

You are familiar with ideas that have been tried and experience gained in pilot counties the last 4 or 5 years. We want to build on past experiences and expand this effort into a far flung action program which will contribute to rural development and prosperity.

The Cooperative Extension Service shall take the lead in encouraging local leaders to study their situations, understand the possibilities, and organize for the needed area action.

Depressed and underdeveloped rural areas are one of the remaining frontiers of our Nation. Strengthening these areas—helping rural America share in greater measure in prosperity—will be one of the most rewarding and profitable tasks of this decade.

# TOTAL ATTACK ON LOCAL PROBLEMS

by E. T. YORK, JR., Administrator, Federal Extension Service



AMERICA has achieved its position of greatness because we have done an outstanding job of putting our resources to productive use. Yet in some areas of our Nation we are not making maximum use of our human and physical resources. As a result, unemployment and underemployment have become major problems.

Extension agents, who live and work with the people of these areas, face with them the problems of adjustment, low income, underemployment, declining communities.

Economics, common sense, and years of successful experience have shown us that problems in our rural communities—farm, industry, business—are deeply interrelated. What clearly is needed is a total attack on these problems.

## Local Responsibilities

All our experience shows us that it must be a local people's attack, a systematic approach to the problems of economic stagnation with all the help local people can muster from their government and other agencies.

In the Rural Areas Development program now being widely launched, we have such an attack. RAD is a method for helping local people get together for: 1) an inventory of resources, 2) total analysis of their problems, 3) agreement on goals, 4) development of area plans, 5) carrying out those plans, and 6) evaluating results.

RAD might also be considered a program of resource adjustment. It represents an effort to accelerate our adjustment to technological advances by channeling many underemployed human and physical resources of rural areas into more productive use.

Another unique feature of RAD is that it represents a program of total

economic development of an area. Further development of agriculture in an area may depend on the development of marketing and processing industries, or vice versa. It seems most logical for all groups interested in an area's development to get together, plan, and carry out programs which can best use the resources of an area.

Many people look upon RAD as a program aimed at industrial development, with little or no relationship to agriculture. We should recognize, however, that a basic goal of this program is sound agricultural development.

At the same time we know that the low income problems of many farmers and rural communities cannot be solved through agriculture alone. Underemployment and low income in many areas reflect the need for job opportunities outside of agriculture. The development of employment opportunities outside of agriculture is directed specifically toward the solution of one of our most troublesome farm problems.

RAD provides a vehicle for cooperative effort and concerted action by all groups interested in or in a position to contribute to programs of economic development. This may be one of the most significant features of the entire RAD effort.

President Kennedy has set area redevelopment as a major national goal. And Congress, in the Area Redevelopment Act, provided us additional tools for assisting the hardest pressed areas.

Secretary of Agriculture Freeman has said that Rural Areas Development is a major Department activity, that it will receive priority attention

of all USDA agencies, and the major aim is to assure that all department programs give maximum assistance to each area.

RAD has behind it, as never before, the full forces of the Department of Agriculture and other government agencies.

## Extension's Call

In organizing USDA for all-out support of RAD, Secretary Freeman signed Extension the responsibility for organizational and educational leadership. This is a great responsibility and an equally great opportunity.

We have the specific responsibility for organizing State and local groups which in turn develop local programs and projects. This involves helping local people recognize their potential and the need for and possibilities of action. We may also have to motivate them to do something about the situation.

We will need to provide advice and suggestions on patterns of community organization and representation methods of procedure. We must be in a position to give the community factual information and assist with all phases of the program. We need to help them inventory resources and determine how to put them to most productive use.

Once an economic development plan for an area is drawn up, there will be an opportunity for a part of our total extension effort to be focused on the implementation of that plan. This phase of RAD

(See *Total Attack*, page 210)

# EXTENSION'S ROLE IN AREA REDEVELOPMENT

by EVERETT C. WEITZELL, *Federal Extension Service*



**W**HAT is Area Redevelopment? How is it related to Rural Areas Development? Where does Extension fit in?

The Cooperative Extension Service has taken on responsibilities in both these new programs. So it would be well to gain an understanding of their provisions.

Area Redevelopment should not be confused with the overall program of Rural Areas Development being sponsored by the SDA. The Area Redevelopment program is limited to the provision of certain types of financial and technical assistance in specified geographical areas. The Area Redevelopment Act, signed by President Kennedy in 1961, is being administered by the Area Redevelopment Administration of the U. S. Department of Commerce.

## **Financial Support**

The aim of Area Redevelopment is to supplement local initiative and capital in financing additional employment opportunities in some areas where the most severe unemployment and low incomes. It is not intended to supplant other sources of financing, but to provide the additional capital needed to make sound development possible.

Two general types of areas have been designated as eligible for this assistance. Under Section 5(a) of the Act, 129 larger labor market areas with chronic unemployment have been selected. Under Section 5(b) smaller labor market areas, Indian reservations, and rural areas having the lowest incomes have been designated.

The latter are known as "rural redevelopment areas." The Department of Agriculture shares a major responsibility in administering the program in these rural redevelopment areas. The Department of Interior has a key role with Indian reservations, and the Area Redevelopment Administration will assume primary responsibility for the nonagricultural labor market areas.

Under Area Redevelopment, loans may be made for financing *commercial* and *industrial* projects in designated areas of chronic unemployment and underemployment. Loans and grants may also be made for financing public facilities that may increase the opportunity for commercial and industrial development in such areas. In addition, limited funds are to be available for technical assistance and retraining programs.

Loans for commercial and industrial projects in any area are limited by law to 65 percent of their cost. At least 15 percent of such project costs must be provided from State and local sources and the remainder may be other Federal loans.

All financial assistance provided under the Area Redevelopment Act must contribute substantially to the long-term alleviation of unemployment and underemployment. This is not a public works type of program in which "construction" employment would be the principal aim.

All loans and grants will be made subject to an approved "Overall Economic Development Program" for the trade area in which the project is to be located. Such programs and projects must be approved by the appropriate State development agency and

the Area Redevelopment Administration.

Programs and projects in Rural Redevelopment Areas must be approved by the State Rural Areas Development (RAD) committees and the Secretary of Agriculture. These approvals must indicate conformance with overall agricultural and rural development policy. In addition, all loans must meet other criteria or specifications.

## **Responsibility Assigned**

To carry out the Area Redevelopment Program, the Secretary of Commerce delegated various functions to other Federal agencies in keeping with their normal duties. Accordingly, USDA has been given responsibility for providing "... organizational and educational leadership for the orderly development of local economic initiative;" and the provision of "advice, assistance, and information to individuals, committees, groups, and enterprises in rural redevelopment areas regarding the application of the Act, the implementation of proposed projects, and the objectives of the approved Overall Economic Development Programs..."

In turn, Secretary Freeman delegated these broad organizational and educational leadership responsibilities to the Cooperative Extension Service.

This is not meant to exclude others from assisting local groups and organizations with rural development. It does mean, however, that Extension shoulders the task of providing leadership in motivating and assisting local groups to establish appropriate organizations and in providing basic educational leadership in rural redevelopment areas.

Again this can be done without further duplication. At both State and (See *Extension in AR*, page 210)

# Developing Rural Areas Through Economic Growth

by W. L. TURNER, In Charge, Extension Farm Management and Public Affairs, and C. E. BISHOP, Head, Department of Agricultural Economics, North Carolina

LARGE numbers of people have not shared in the fruits of our Nation's progress. The Rural Areas Development Program represents public recognition of this.

The program focuses on low incomes of families and underemployment of resources in rural America. It acknowledges that the whole Nation suffers from the economic blight which affects large segments of rural life.

The program is especially significant in two respects. First, it recognizes that an unhealthy situation exists in the plight of people in low-income rural areas in the United States. Secondly, the program shows how we are working to induce economic development.

## Generating Growth

Economic development is the process by which technological and organizational improvements are made to generate greater productivity from the Nation's resources. It may be

brought about through better use of resources and increasing productivity through resource development.

Economic growth does not take place at the same rate throughout the economy. New technologies are not developed simultaneously for all production and distribution processes. Likewise, it is easier to reorganize some industries than others. The demand for products of different industries also grows at different rates. So economic growth results in higher incomes and levels of living in some areas and industries than in others.

We want all segments of our population to gain from economic growth and development. We are concerned when large groups are bypassed. And, as the accompanying illustration shows, there is great variation in the relative economic status of areas.

Recent estimates of the U. S. Department of Agriculture indicate underemployment in rural America is equal to 1.4 million man-years of unemployment. These people are not making their maximum contribution

to the growth and development of the Nation.

The costs of underemployment and unemployment are borne by the Nation in the form of lower national income and fewer goods and services than would be available in a full employment economy. Widespread underemployment in one sector of the economy acts as a brake on the other sectors. Only when all resources are effectively employed is the system operating as it should.

The problems of underemployment and low incomes of farm people cannot be solved unless the rate of economic growth in nonfarm sectors of the economy is increased. The demand for farm products increases slowly that growth within agriculture cannot be great enough to solve the low-income problems of rural America. Balanced development of the whole economy is necessary.

## Opportunities through RAD

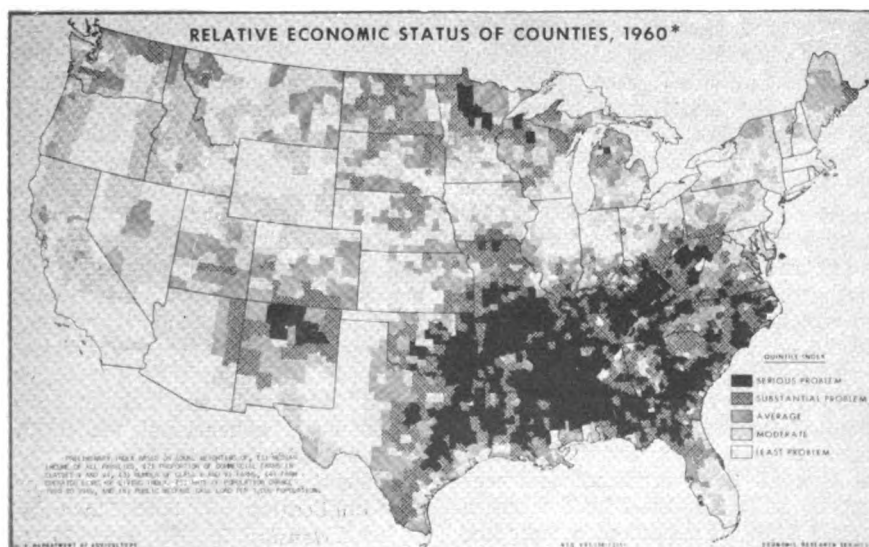
RAD represents an effort to speed up the rate of economic development. Action at local, State, and Federal levels is planned to induce economic development. The educational agencies are intensifying their efforts to organize people in low-income rural areas, to assist them in analyzing their problems and in appraising alternative uses of their resources, and to aid them in organizing and carrying out action programs.

The program can stimulate initiative and enterprise on the part of local, area, State, and national groups. Discussion groups can be organized to gain greater insight into the causes of underemployment and low incomes. The basic forces affecting future adjustment potentials can be analyzed.

RAD can be instrumental in obtaining technical assistance in appraising adjustment opportunities. It can also be effective in planning coordinated programs of action at community, city, county, and area level. Through RAD, greater financial support can be obtained for development projects.

The educational problems are perhaps the most difficult in the RAD program. These include: 1) creating an awareness of the necessity for

(See *Economic Growth*, next page)







by ELMER B. WINNER, *Federal Extension Service*

No doubt about it, getting interest in a big, important program like rural Areas Development is no easy job. It's not one to be done in haphazard fashion. We need to put to work the knowledge we have about how best to diffuse information. Of course, in starting such a program as RAD, quite a little spadework must be done before you get to the committee-appointment stage. You probably start out by talking to a few others about the needs of the community and the possibilities at RAD can help solve them. You take a look at the past to see if there are any similar programs that failed or succeeded. Probably some of the people you visit with also talk to others. And you are careful to check in with those who must legitimize the idea—both the formal ones, such as your extension board, and the informal ones, citizens who need to give the program a nod to assure smooth sailing.

### *Get the Wraps Off*

But when the RAD committee is appointed for the county or the area, it's time to get the wraps off and read information on needs and program possibilities to more people. Undoubtedly your first concern will be with leaders. And it's comforting

to know that leaders generally read more newspapers, attend more meetings, and otherwise expose themselves more to various sources of information. So by doing a first-class job of reporting on the actions of the county or area committee, other leaders will probably take note of what's going on.

Individual letters and personal visits to leaders will help in getting their interest. Leaflets that highlight the opportunities through such a program will help. Then there is a chance for leaflets and newspaper stories on the success of the program elsewhere. Of course, you'll have the job of relating the program to the needs of the community.

After the leaders take hold, your big job is to get the attention and interest of the average citizen. Some will become interested quicker than others—and some not at all.

Press, radio, and TV are the most efficient methods of getting awareness and interest with the majority of citizens. A community development program such as RAD is a natural for good news coverage through mass media. Don't just announce when the committee meets—be sure to report the problem the committee discussed and what action the committee took.

Consider ways that you can sharp-

en up the need for the program—so the need becomes one that the people see. You can always make a basic educational approach. You can build on past experience. Cite successes with similar efforts in the past and point out that the total resource development program can become a reality, too.

### *Sharpen Public Awareness*

If a crisis develops because of lack of facilities in a community, point out that the situation might not have happened if the community had been better equipped. Use comparison and competition. Make the pitch that this community is falling behind some of the more aggressive ones nearby. For example, if people are going to another town because it has better facilities, cite this kind of need.

Report fully on any study groups that are set up to analyze the situation. Through proper reporting of their findings, people begin to see a need.

You no doubt will find that newspapers and broadcasting stations, and the many concerns that put out newsletters, are just as interested in improving the community and area as you are. They are your most important channels for keeping all the people informed each step along the way, as the needs are discussed and action agreed on.

There's a lot of news in a community or area improvement program—news that will help create awareness and interest among a majority of the citizens. Capitalize on it.

### **ECONOMIC GROWTH**

*(From page 198)*

change and adjustment to increase resource productivity and incomes, 2) creating an understanding of the types and extent of changes that will be necessary within agriculture and in transferring labor from farm to nonfarm employment, 3) making people aware that the adjustment problems involved are largely area problems and that they must be approached on an area basis.

At best, the problems will be difficult. But the stakes are high. Cooperative effort and responsible leadership at all levels can assure success.

# Creating a Mood to Accept Changes

by R. S. LOFTIS, Area Resource Development Specialist, Texas

**A**REA economic problems often develop so slowly that they go unnoticed for years—until the situation becomes severe.

This was the problem facing Texas extension workers early in the Rural Development effort. People were not aware of how serious the local situation had become. We had to create the needed awareness.

We found ourselves continually pointing up problems we were tackling. Through a sort of action research which brought together people with different interests, convictions, knowledge, and background, we carefully studied, clarified, and agreed on the job to be done. Newspapers and radio stations helped gain public sup-

port by publicizing basic facts and explaining the program.

The collection of data was an educational process. Many times the educational processes in which people are involved are as important as the data compiled.

In many localities, the problems to be solved were enormous. So numerous subcommittees were organized and tasks divided.

For example, many incorporated towns needed complete resource inventories to form a sound basis for planning. Resource inventories were divided into sections and different interest groups completed the various sections.

## Sharing the News

Newspaper stories of successes stimulated and motivated action. In one area, news stories were mounted on cardboard, covered with plastic, and displayed in prominent places.

Decisions of discussion groups were printed in newspapers and circulated in newsletters. Movies, slide sets, and other visuals were used to stimulate and motivate.

Photos of local citizens printed in local newspapers are effective in gaining public support. Displays of group meeting or area activity photos also are helpful. Sending group photos in a letter has helped to gain the sup-

port and interest of outside groups.

Upshur County formed a 3-member "idea committee" that, in the strictest confidence, hears people with ideas for new or improved products or new uses for present resources. The ideas are not publicized but committee functions are.

Weekly newsletters are mailed over 100 key people in 19 counties. These furnish information about improvement organizations and industrial programs, change attitudes toward industrial development, and help create a healthy industrial climate.

Economic problems cut across farm community, and even State lines. This means that all groups, both agriculture and industry-oriented, should be involved.

## Educational Events

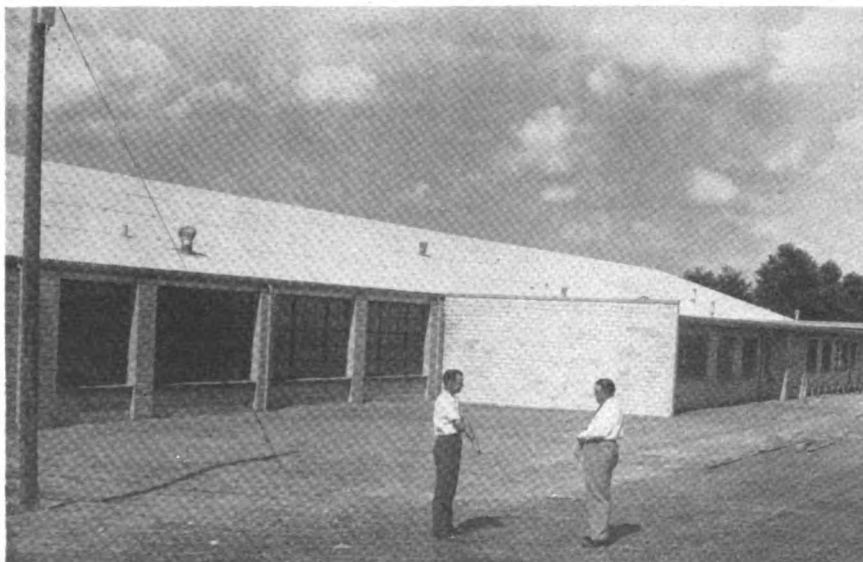
Industrial tours were made in the 3-county pilot area. Over 100 industrialists from the region were invited to visit local industries and discuss their advantages to the area. The tour was publicized by two local television stations and State newspapers.

Local citizens were given the opportunity to attend a State Resource Development Committee meeting to discuss area problems.

To improve communications, a committee was formed with representatives from 19 counties, including Federal, State, and private agencies. This committee has been helpful in improving communications both vertically and horizontally within groups. It has held workshops throughout the area for discussion of common area problems and to make strategy.

The northeast Texas resource development committees have been concerned not only with technological and economic changes but also with socio-cultural changes. They are oriented not only to an examination of the present conditions but also to the future. They are aware of the need for self analysis and realistic planning.

The essence of our action was not for final answers but the establishment of an habitual way of working toward improvement. The major successes have not been in "small stacks" but in the creation of a "mood" which welcomes changes.

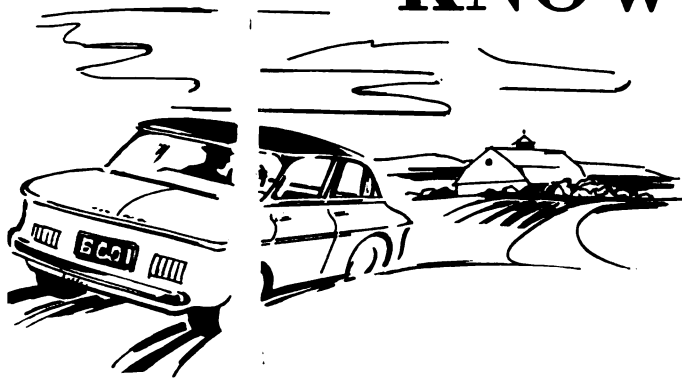


This modern \$150,000 industrial building was constructed by the Franklin County Industrial Foundation to attract new industry in the area. L. D. Lowry, Jr. (left) foundation chairman, and Mt. Vernon Mayor Charles Teague check the building and layout.



RFD

# LET The People KNOW



by **HOWARD McCARTNEY, Madison County Agent, Arkansas**

MUCH of the success of Rural Development in Madison County, Ark., is due to its broad acceptance by the general public. This was accomplished through a carefully planned program to keep the public informed of what was being done.

We used a 4-way plan to inform people about the Rural Development program:

- Involving leaders from all walks of life in the planning and action programs.
- Conducting an annual meeting to acquaint the general public with projects and accomplishments.
- Sending copies of meeting minutes to key people.
- Keeping stories of meetings held, planning done, and followup action in the local newspaper.

When Rural Development began in the county in August 1957, leaders from all walks of life were involved in the committee work. First, a group of about 40 were invited to hear members of the State Rural Development committee explain the program. These leaders were interested and accepted the challenge of working as a part of the county.

They decided that to involve all segments of the economy in this work, they would include representative leadership from throughout the county on committees. Every community was asked to elect a man and woman to serve on the County Rural Development Committee. Each organized group was also asked to designate a representative.

Before these people were selected, the purpose and objectives of Rural Development were explained to each group. This gave most of the people in the county some understanding of what was going on.

Subcommittees were set up to work on projects in the various problem areas. All members of the county committee were assigned to one of the subcommittees.

As these subcommittees made surveys to determine the situation in the various problem areas, they discussed the work and findings in their own communities and organizations. As plans of action were developed, community groups and organizations were asked to help bring about needed changes. This gave everyone a feeling of responsibility for the suc-

cess of the projects and the overall Rural Development effort.

Naturally, persons with committee assignments were not always able to attend meetings. Others who were especially interested in certain phases of work lived outside the county and were sometimes unable to attend. These people were sent a copy of meeting minutes so they would know about decisions reached, plans developed, and programs being launched.

Annual Rural Development meetings helped give the general public a better understanding of the program's objectives and accomplishments. People working on specific projects had an opportunity to learn about the broad scope of work and accomplishments.

Slides showed local people in action on projects. Outstanding speakers, such as a Congressman, Governor, and national Rural Development staff members, presented challenges for the future.

## *Regular News*

One of the best tools for keeping the public informed is the local newspaper. The editor has been a staunch supporter of Rural Development since the program started. He is an active member of the county steering committee and is sold on the basic concept of Rural Development.

Local citizens have come to expect to be kept up-to-date on happenings through the county paper. It carries the story of decisions reached in committee meetings. It tells about every project being launched—who is working on it, how others can help, and accomplishments.

These stories give full credit to local people who are helping on the projects, thus creating good will and encouraging greater efforts.

In 4 years, the county has been successful in: increasing off-farm employment and local income through new industries, boosting the tourist business, encouraging improved farming practices, improving medical services, developing new educational programs, launching recreational activities, and many other economic and social programs.

Yes, letting the people know is vital to the success of a program of county or area development.

# Drawing on Experience for Areas Development

by KENNETH S. BATES, Assistant Director of Extension, Arkansas

**R**URAL Development came to Arkansas as a pilot program in 1956. We now have five pilot counties and a five-county trade area.

Can the experiences in RD provide guidance in developing area programs under the Rural Areas Development Program? We believe so.

In the area program involving Independence, Sharp, Stone, Izard, and Fulton Counties, we have seen the development of areawide leadership that previously did not exist.

The five-county area is a natural trade area but there was strong feeling in each county that local interests came first. However, the representatives from the five counties have, after working together 2 years, recognized the mutual benefit of working harmoniously on area problems.

This spirit of cooperation was reflected last year when one small town offered a sizeable cash contribution to the trade center to help secure an

industry. This town recognized the importance of the location of the industry in the trade center.

During the past few years, the State Rural Development Committee has expanded to include 48 members representing 30 government agencies (State and Federal) and 18 private organizations.

It includes representatives from the University of Arkansas; State Departments of Education, Health, Welfare, Employment Security Division, Forestry Service, Library Commission, and Industrial Development Commission; six USDA agencies; U. S. Department of Health, Education, and Welfare; U. S. Department of Commerce; and Small Business Administration.

The State Rural Development Committee will continue to function as a coordinating and advisory group. Additional lay persons have been added to bring in more representation from the various economic areas.

The State Technical Panel, composed of USDA agencies, will serve as an advisory committee on agricultural and forestry problems. Other agencies of the Federal, State, and local governments and representatives of private groups serve as consultants in their particular areas of interest.

## Committee Operations

The State Committee is divided into five major interest groups. They are: agriculture and forestry, industrial development, health and welfare, education, and community services and facilities.

Each committee member serves on a committee of his choice. These groups meet periodically with representatives from the various economic areas or regions in the State.

Meetings of State and county com-

mittees provide opportunities for tw way communication. The count become familiar with resources available to them and the State Committee becomes more aware of the needs and desires of the people.

The State Steering Committee composed of 22 persons representing 17 different agencies and organizations, has been a basic functional group of the State Committee. The committee meets every 2 to 3 months and answers specific requests from pilot counties. It also initiates recommendations in pilot counties.

## Local Contacts

One strong point has been the willingness of agency and organization representatives to explain the Rural Development Program to counties. This evidences the fine working relationship among agencies and organizations at the State level and has been significant in developing working relationships at county and area levels.

We recognize that the key to a county or area development program lies in the involvement of the people of that area. Lay people must be aware of and interested in improving the economic and social conditions in the area.

It is also recognized that county and area committees are composed of individuals representing many different interests. A full and balanced economic and social program requires concerted action and establishment of committees to represent different interest groups.

Different interest groups in a county or area can function simultaneously. This requires education for people in a county, area, or State to recognize the interrelationships that exist between the different segments of economy. Extension has primary responsibility in this educational work.

In many areas, the changed attitudes of people are as important as material achievements during the initial steps of the development program.

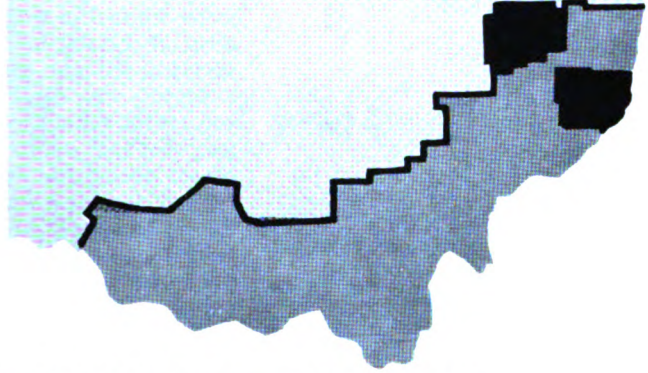
A State extension committee has been working for 2 years on techniques and procedures for initiating county development programs. The

(See *Experience*, page 214)



More than 6,000 persons volunteered for aptitude testing during a special labor study as part of a survey of natural resources in a 5-county area.

# Retooling for **GREATER RESOURCE DEVELOPMENT**



by **W. B. WOOD**, *Director of Extension, Ohio*

INDIVIDUAL initiative and drive channeled through local and State Rural Areas Development Committees are the keynotes to successful resource development on a continuing basis.

We've seen this demonstrated in Ohio during the past 5 years in 2 pilot counties in Rural Development. The Rural Areas Development Program can be an additional, effective tool in further advancing that development.

How successful has Rural Development been in the pilot counties? Let's look at the record of one Ohio county.

## **Early Development Efforts**

Six years ago, Monroe County had no industry and a tax evaluation of only \$25 million. Now the county has three large chemical and metal alloys industries and one small wood industry. The tax evaluation in 1959 was 125 million.

More than 50 miles of primary roads have been completely rebuilt. County roads have been improved. More road work was done in these 5 years than in the preceding 25.

A complete county soil survey, started in 1959 despite numerous obstacles and predictions that it would take 10 years, is almost half finished.

The State and local RAD committees were responsible for persuading the State Soils Board to give the county high priority.

A new State forest has been designated for the county. It will provide a few jobs and a vast potential as a recreational attraction.

Farm vacation programs have been started, not only in Monroe County, but also in Guernsey, Noble, and Carroll Counties. Last summer, more than 800 city residents took advantage of this new local enterprise.

Health activities have been stepped up with organization of county health departments. Religious and educational interests have been assisted through countywide censuses and fact-finding studies to assist local boards of education.

The newest development is the organization of the Eastern Ohio Forestry Development Council, composed of representatives of eight counties. A survey now being conducted will serve as the basis for improved timber management and marketing services.

Individual initiative and drive, harnessed into a hard working county RAD committee with general assistance from the State RAD committee, did the job.

Ohio changed from county pilot

programs to area programs a year ago. Agents who had been successful in the two pilot counties in southeastern Ohio assumed larger responsibilities as area extension agents in resource development. They cover six counties each. A third area, six more counties, was organized in southwestern Ohio.

Twenty-five Ohio counties now are participating in Resource Development, either on the combined county-area basis or as individual counties. County agents are providing the leadership for local efforts. The area agents support the work of county agents and give leadership in the area effort.

One year is too short to accurately judge the success of area programs. However, the experience gained from our pilot county ventures, plus the keen interest generated in the expanded area programs, indicate continued progress will be made.

The number one task of the extension worker in Rural Areas Development is to find leadership, organize committees, and assist in development of the required overall economic development plan.

Bringing people together to explore the situation, analyze problems, establish priorities, and select methods of attacking the problems are familiar tasks. Extension has the know-how to play an important and vital role in coordinating these efforts.

## **Reorganizing for Action**

Ohio's new State Rural Areas Development Committee is a continuation of the Rural Development Committee, revised to meet new requirements and the needs of people in relation to the new program.

The reorganized RAD Committee consists of representatives of State agencies, farm organizations, Federal agencies, Ohio Council of Churches, chamber of commerce, labor groups, and Extension.

Interest in the program of the State RAD committee was shown by members of the RAD technical panel at the first meeting of that group. At subsequent meetings, each agency will review the technical assistance it can give the State, area, and county RAD committees.

(See *Retooling*, page 210)

# Local Awareness

## Spurs Area Improvements

by JOHN J. FLANAGAN, *Area Agent-Rural Development, Raleigh County, West Virginia*

**M**ORE than 20,000 people have left Raleigh County, W. Va., since 1954. They were disillusioned by the lack of employment opportunities.

During this period, coal was losing its market to other fuels and a technical revolution was taking place in the coal industry. In 1950, 120 million West Virginia miners produced 153 million tons of coal. In 1960, 50 million miners produced 120 million tons of coal. The unemployment problem was recognized by the Department of Labor, which classified the section as a labor surplus area.

The State Rural Development Committee named Raleigh and two adjoining counties as a pilot area in February 1957.

### *Local Organization*

A State Rural Development Program subcommittee was appointed to work on the Raleigh-Summers-Fayette Area Development Program. This subcommittee discussed various solutions to local problems with leaders in the area. Response was enthusiastic.

Following the first discussion, mass meetings were held in each county. Attendance at one meeting was more than 300 people.

An area RD office was established in Raleigh County and assistant county agents were placed in Summers and Fayette Counties to coordinate the program.

Each of the three counties set up an organizational committee consisting of a county chairman and a chairman for each project committee. Lawyers, farmers, businessmen, gov-

ernment agriculturists, school administrators, ministers, farm women, and school teachers are all involved.

The committees include industrial development, education, health, agriculture, religion, and community development. These committees gather facts which can be used to develop an overall economic development program.

The area committee is composed of the three county chairmen and their subcommittee chairmen. Development of area leadership and area thinking often leads to more progress than if activity is confined to separate counties.

Each county has its own program, but the area organization provides opportunities for efficient development of industrial prospects that will benefit the entire area. Likewise, an area committee can assist in the development of farm markets and crop production.

The area committee asked West Virginia University to conduct a comprehensive survey of the three counties to help them analyze their situation. After reviewing the survey results, a constructive program was launched.

### *Educational Efforts*

In Raleigh County, the education committee found that the average educational level of adults was less than eighth grade. Library service was available to less than 5,000 of their 78,000 people.

The Raleigh and Fayette County education committees contacted the State librarian for assistance. The

librarian recommended a bookmobile. As a result, the education committee exhibited a bookmobile in the 1 counties and solicited support for it.

In January 1959, an area bookmobile headquarters was established. Today, county government bookmobiles have tripled their financial support of this service.

The university survey pointed out the need for youth and young adults to be trained in skills required in industrial establishments. This need was pointed out to Raleigh County educators who encouraged the county vocational school to extend its services to rural youth by opening a school during the summer. Students receive free instruction in welding, auto mechanics, carpentry, and electronics. One hundred and fifty students completed the summer program in 1960 and enrollment in 1961 was 215.

Forty adults are enrolled in a training program at the school. One or more of the above classes include a class for waitresses.

### *Agricultural Aids*

Various suggestions have been offered for using abandoned coal mine rooms. The RD agent, requested gather information on mushroom production, presented data at a meeting attended by bankers, lawyers, farmers, doctors, coal miners, teachers, and businessmen from all the RD counties.

Since then a coal operator, whose mine had been abandoned, has successfully grown mushrooms in a Raleigh County mine. The agriculture committee is helping the operator locate a larger market.

Lack of volume in the production of vegetables and small fruits hindered the development of a farmers' market. The RD committee outlined a program to help farmers establish vegetable crops that would come into production at about the same time. This enabled the market to offer sufficient volume to attract buyers.

Rural development in this area is many-sided. It has both short and long-range aspects. The program has set many patterns that have helped and will continue to help the three counties meet their problems.

# VISIONS

## of greater accomplishments

by A. A. SMICK, *Community Organization Specialist and Coordinator of Rural Area Development Program*, and LESTER N. LIEBEL, *Stevens County Agent and Rural Area Development Area Consultant, Washington*

**I**n Washington State, we look toward greater accomplishments than ever before in development of rural areas. And we can count on the experience and groundwork gained under earlier Rural Development efforts.

Recent decades have seen major social and economic changes in Washington State rural areas. Farms are growing bigger, part-time farmers depend more on off-farm income, and both unemployment and underemployment are increasing.

At the same time, our rural institutions—the home, school, and church—have been changing drastically. Social and economic opportunities have been shrinking. Young people in particular have been leaving rural areas for “greener pastures.”

### *Pilot Experiment*

Early in 1957, the Extension Service helped organize and activate a Rural Development pilot program. A representative group of countywide organizations cooperated. This “grass roots” program was jointly sponsored by the Stevens County Commissioners.

First, Extension took the lead in organizing a Rural Development task force. This was made up of extension specialists, administrative personnel from Extension and the Institute of

Agricultural Sciences, and representatives of other Washington State University departments. This group helped develop a plan that would best “help people to help themselves.”

Extension helped form a State Rural Development Advisory Committee of representatives of statewide organizations and Federal, State, and local agencies. This committee’s main job was to advise Extension on how the resources of the agencies and organizations might be effectively coordinated.

In October 1957, representatives of organizations throughout Stevens County discussed the county’s future. They accepted the Rural Development Program as a pilot county.

This group recommended that the county commissioners appoint a steering committee of 9 persons. Membership included a farmer, motel operator, housewife and city councilwoman, livestock rancher and auctioneer, welfare administrator, postmaster, district manager of a power company, banker, and district supervisor of the State Department of Natural Resources.

To involve more people and stimulate countywide planning, the Stevens County Rural Development Planning Council, with representation from 19 different areas, was organized. A 15-man executive committee was elected to 1, 2, or 3 year terms.

Subcommittees were set up to study and report back to this council. The situation, problems that related to it, objectives and goals of the people, and recommendations for solutions of the problems were reported from five different committees.

Information obtained from different committees passed through the planning council and formed the basis of program projection for Stevens County. In developing this program, several community planning organizations were formed.

### *Encouraging Results*

Better educational facilities were part of the bootstrap blueprint. Parents wanted their children to attend school beyond the 12th grade near home. Many people wanted a chance to learn vocational skills.

In June 1959, Chewelah was granted permission by the State Board of Education to begin a 13th grade under the extended secondary program. In March 1960, permission was granted to establish a 14th grade.

One “brainchild” of the forest use and management committee resulted in the establishment of a post and pole treating operation. The only one of its kind in the Inland Empire, this operation is creating jobs, encouraging better woodlot management and tree farming, and providing a new market.

A wood engineering company established operation in the county. It is now the largest manufacturer of pole sockets and sanitary baseshoe corners in the United States. This operation has demonstrated to local people what a small industry can do for a community.

Some farmers have capitalized on another resource. Previously unused deposits of quartzite and marble are being sold to the building trade.

Livestock has been a leading industry in the county, but distance to market discouraged profitable expansion. A livestock sales yard has proven successful.

The area’s first custom slaughter plant is now under construction. This plant will help bring trade into the area, furnish a much-needed service, and encourage stockmen to market locally.

(See *Visions*, page 210)

# Staffing for RAD

by DANIEL W. STURT, *Upper Peninsula District Extension Director, Michigan*

**E**XTENSION has an important role in Rural Areas Development. How well we perform that role depends on many factors.

RAD calls for a change in emphasis more than a change in program content. In essence, it demands a broad look at the total resources in an area, as well as the problems confronting all the people. It involves inventories and analyses for, with, and by the people. It means providing educational leadership in helping them explore alternative opportunities.

The task of the extension educator in this program is a big one. Generally, it's a new job to be done. It requires a new set of skills and, to some degree, a new set of attitudes and understandings. A practical understanding of the social sciences, greater competency as an educator and motivator, and greater skills in organizing communities for action will be necessary. And we mustn't be shy about drawing personnel from non-traditional sources.

Rural areas development is an education-in-action program. It requires educators—educators who are also economists, sociologists, political scientists, psychologists, and more—to activate such a program, to give it the creativity of the ivory tower and the practicality of the grass roots.

## *Staff Needs*

What are our staffing alternatives? Generally, we can hire new people or we can condition current staff. Staff members, new and old, must understand the problems of rural communities and be equipped to provide the leadership necessary to involve people, focus the professional and other resources available to local groups, and stay backstage—providing the

guidance and inspiration to get communities in action.

The current staff, because of their educational and organizational capacities and their knowledge of communities, may have an advantage over new people. Also, the number of new staff members may be limited. But if new workers possess the competencies we want, they can be a leavening element to the current staff.

## *Operating Arrangements*

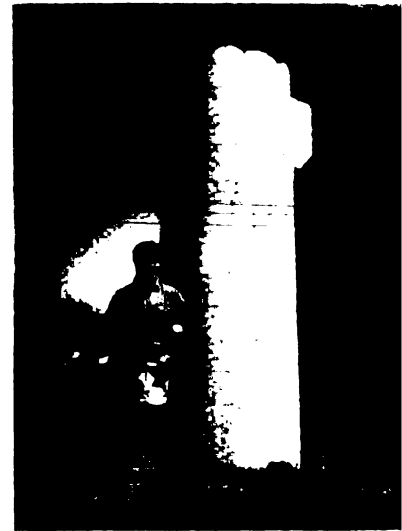
With a given staff and the existing organizational framework, how can we achieve maximum results with the resources at our command? How can we continue to work with our traditional clientele and at the same time strive for more program breadth and depth?

A reallocation of time among field workers may be necessary. The assignment of area and district specialists can help. They can provide the new tools needed to develop programs and serve as motivators, program leaders, and generators of ideas.

To a large degree, RAD is concerned with an array of avenues through which people work together to raise their levels of living. Its interdisciplinary complexion and emphasis on process tend to favor the use of area and district specialists working with and through field workers rather than the assignment of local staff members to carry the job alone.

Rural Areas Development, however, must be a concern of the total staff. And all staff members must be imbued with the RAD philosophy.

As we staff for and implement this assignment, we must consider the many forces which bear on the roles of extension workers. The abilities



The part-time farmer is a product of, and has helped produce, many social and economic factors that created a need for rural development. The 15-county district in Michigan's Upper Peninsula was one of the first large areas to apply this educational theory of assisting farmers by strengthening the rural communities. The district program now being expanded to include participation in both RAD and AR programs.

of the worker, as expressed in his training and experience, may be relatively unimportant in determining his performance in this new role.

Rural Areas Development, done properly, means working with new people. It means new roles for field workers.

## *Influential Forces*

Many forces help shape the worker's role. It is of paramount importance that we are aware of this and that we strive to bring these forces to bear favorably on the new image and role. For example, acceptance of him in this new role by his coworkers, by those to whom he is administratively responsible, and by his old clientele is as important as the worker's own image of the assignment.

All this suggests that staffing is an integral part of a total Rural Areas Development effort. The thoughtful given to allocation of current staff resources—the care given to selecting new personnel for RAD—and the training given both new and old staff members are vital to the success of our efforts in this broad, comprehensive program.



# Turning the Economic Tide

by O. L. CLAXTON, Associate  
Douglas County Agent, Missouri

By 1956 a declining population and a general slowing of business as disturbing people in Douglas county, Mo. A look around the square of Ava, the county seat and only town in the Ozark hill county, showed there weren't many young people in town. They were leaving for city jobs and the opportunities that they offered.

In October 1956, Douglas was declared a Rural Development pilot county.

This set off a chain of events that some people said "couldn't be done" and that has even surprised some local people. But most important, the decline in population has been stopped—maybe even reversed—and the local economy is on the upswing. Agriculture, industry, and tourism now bolster what was an all-agriculture economy.

The success of the RD program is due to the work of the people—all of the people. And there has been plenty of success.

## Accomplishments Seen

During the last 5 years, a modern north-south highway has been constructed through Ava. A wood treating plant has been built and is in operation. A new factory building with 56,000 square feet of floor space has been completed, and a large sporting goods company is now in production.

Ava, with a population of 1,582, has \$225,000 available for an addition to the sewer and water system.

The Cooperative Livestock Association expanded and improved its feeder cattle and feeder pig sales both in numbers and quality. Milk producers built low-cost walk-through milking parlors at the rate of 30 per year during the last 5 years.

Tourism has become a major source of income. And the community is organized to continue developing the tourist potential.

The Conservation Commission is establishing fire protection for all privately owned timberland in the heavily wooded county.

For these advances, Ava received the Governor's Gold Seal Award for unparalleled accomplishments in community development.

## Effects on Economy

Since July 1957, lumber yards in Ava have furnished materials for construction of 104 new homes. Fourteen business firms have made major improvements to their establishments, costing \$1,000 or more. A new 18-unit motel with restaurant, filling station, and swimming pool is near completion.

The sporting goods company now employs 185. The wood treating plant has 20 men directly on the payroll, with 30 indirect employees cutting and hauling timber.

The electric co-op serving rural areas increased meter installations 16 percent during the last 4 years. The Ava electric company increased the number of meters 15 percent during the same period.

Rent in Ava has gone up 40 percent and real estate 10 percent. Circulation of the weekly newspaper has increased 30 percent. School enrollment in Ava has increased 13 percent and in the county 5 percent.

Livestock sales by the cooperative association climbed from \$70,000 in 1956 to about \$161,000 in 1960—130 percent increase.

Alfalfa acreage increased from 2,229 in 1954 to 4,260 in 1959. Increased quality hay production helped boost milk production per dairy cow and income over costs. The number of farms selling dairy products decreased 25 percent, but the total number of dairy cows decreased only 6 percent and the value of dairy products decreased only 2 percent. This

indicates farms are consolidating into more stable economic units.

These facts indicate the population decrease may have been reversed. The county has a more stable economy, due to a better balance of agriculture, industry, and tourism.

## How They Did It

Early in 1957 the Federal Extension Service, University of Missouri, and Agricultural Research Service made a survey to determine the current situation in Douglas County. A local survey was made of the labor force. Another survey determined public opinion on community needs for economic and social improvement. The information from these surveys, plus census reports, gave a clear picture of the economic conditions and trends in the county.

From this information, charts were prepared showing the county's real problem and needs. They were used in presenting the current situation to organized groups.

After each presentation, the organization named one member to serve a year on the Rural Development Council. The council was responsible for formulating an active community improvement program to work on pressing problems of out-migration, low-income, and under-employment.

The 35 members on the council represent the city and county government, civic and business clubs, chamber of commerce, schools, youth organizations, farm organizations, newspaper, and churches. All segments of community life are represented.

The council holds quarterly conferences, each planned for a specific purpose. Part of each conference is devoted to reports from subcommittees on accomplishments and plans for action.

Three goals for concerted action were set by the council—to increase income from agriculture, to increase income outside agriculture, and to improve the communities' services and facilities.

Each year the council elected a nine member Executive Board. This board has the responsibility of working out details and establishing sub-

(See *Economic Tide*, page 214)

# Sturdy Roots Support a New Program

by VERN C. HENDRICKSON, *Price County Resource Development Agent, Wisconsin*

**R**URAL Development sounded new and different when we first started work on it as pilot county in 1956. But we soon learned it was not.

We found it was rooted to the familiar extension pattern of "helping people to help themselves." We just needed to broaden the concept to include the idea of "helping communities to help themselves." That gave the framework for a Rural Development Program.

The methods and procedures used for Rural Development are much the same as we always used. The big difference is we are working with more people of different occupations, more organizations, and on a greater variety of problems.

## Projects Accomplished

We have been involved in many different projects.

The community of Prentice developed a local industry employing about 60 people. Industrial management courses for key industry people and annual resort management institutes have been set up. And we have helped organize recreational activities.

Research is being conducted on the possibilities of blueberry culture in our swamps. We are working with several communities on the possibility of building dams that will help the area economy.

Several large turkey and laying hen enterprises have been developed. A better market for surplus dairy cows has been established and a lamb pool has helped make sheep a profitable enterprise.

Most important, we have helped each community study its problems

and opportunities and organize to help themselves. We have four communities with organized development corporations and three others that have organized groups but are not incorporated.

We started with a planning and action group called the Price County Resource Development Committee. Through the agricultural committee, about 75 men and women were appointed to represent farmers, businessmen, professional people, industry, forestry, churches, schools, service clubs, and county and township governments.



This group had the responsibility of program planning. They were divided into seven working committees—agriculture, industry, forestry, recreation, health and welfare, education, and publicity and promotion.

These smaller groups gathered all the information available about their particular field of work. Several surveys were made and the rural sociology department of the University of Wisconsin helped carry out a major research study.

We believe that local people and organizations must be involved in the program from the start. We emphasize that this is the people's program. They decide what the problems are and what should be done. We ask

them to set priorities and they assume the responsibilities.

Leadership development is an important part of the program. More and more of this is concerned with community leadership on a great variety of problems. These are of interest and concern to rural and urban residents alike.

## Coordinating Resources

Throughout the whole program, extension agents act as coordinators. The agricultural agent, home agent, forestry agent, and resource development agent work with subcommittees in the fields they can best handle. In other words, this is a team effort in our office.

This same idea has been carried with other government agencies. We have been involved in this development program from the start. For example, the county nurse and the county welfare department have helped in health and welfare resource committee activities, from a youth employment service to formation of senior citizen groups.

Good communications must be maintained between agencies. Regular meetings in which agency personnel can get acquainted with each others' program and activities are most helpful. School administrators, the local electric cooperative manager, and agriculture and home economics teachers have been included in these meetings.

We believe all groups feel that this is "our program" and not the program of one agency alone.

Most of our improvements and developments come from the work of communities, special interest groups, and individuals. The county committee work helps to supply information, inspiration, and enthusiasm.

Community leaders turn to us for assistance on a wide variety of problems. We keep informed on all types of private and government assistance and specialists who are available. We need help and cannot get it through extension specialists, so we know the proper agency for this help.

With this accumulation of experience, Price County will continue to make progress. Sturdy roots from the past will support our economic development efforts.

# Organizing for action

by **MIKE DUFF**, *Assistant Leader in Extension Programs*, and **CHARLIE NIXON**, *Coordinator, Special Extension Programs, Kentucky*

ONE of Extension's objectives in Rural Areas Development is to assist in developing an effective organization framework . . . through which local people may work up specific project proposals designed to accomplish the objectives of the plan for overall economic development." Kentucky has already done this kind of job in its pilot area Rural Development Program. By carefully forming committees on each level—state, area, and counties within the area—development projects have been successful.

Rural Development was conceived as an approach to overall development at community, county, and area levels. It was to be supported by joint interagency efforts.

## *Growing Idea*

In 1956 a State committee was formed under the leadership of Dean Agriculture Frank J. Welch. Since then the State committee has grown from 12 original members to 26—representing 6 Federal agencies, 9 State agencies, 8 private agencies, and 3 divisions of the university.

Three trade areas, involving 25 counties, were selected for pilot efforts. Area and county development organizations of lay people were envisioned.

Area and county agency committees were set up to facilitate joint agency efforts in support of the lay organizations. These agency committees consisted of representatives of agencies on the State committee which had area and county workers. Typical area organization and work shown in the 12-county Ashland area experience.

A meeting of local people from all counties in the area was initiated by the State committee in November 1956. This was before area agency committees were established.

The rural development concept was explained and an area development committee formed. Three representatives from each county made up the committee.

Representatives at this first area meeting took leadership in forming county committees. Next, an area workshop was sponsored jointly by the area and State development committees. Basic data for the area were presented by State personnel.

Area committees then were set up for agriculture, land use, and forestry; industry and tourism; social and community development; and education. Broad goals were set within these four program areas.

Among projects in the Ashland trade area are feeder pigs, feeder calves, sheep, poultry, roads, and stream development. Other projects are included in the area program but the above involve area committees with representatives from two or more counties. Each area project committee has goals for the area.

## *Overlapping Interests*

Although an overall economic development plan has been developed for the trade area, differences in resources, topography, markets, or historical development may make it advisable to organize some projects in part of the area or overlapping areas.

For example, a committee to promote stream development has representatives from 5 of the 12 area counties. A poultry committee is com-

posed of representatives of 5 counties which include only 3 of those represented on the stream development committee. The feeder pig committee includes one border county not in the area.

Area development project committees are guided by the usual officers. These may be included among the quota of delegates from each county or in addition to them.

In the Ashland area, most project committees have one delegate from each county concerned with the specific project. More delegates may be on the committee, depending on the importance of the project in a county.

## *Projects Take Hold*

Social, educational, industrial, and agricultural projects have all been successful. The swine and poultry enterprises are good examples.

The Ashland feeder pig project resulted in two sales being held each year. Breeding stock has been improved and numbers increased. Other production practices have been improved. Pig chains for 4-H and FFA have increased and expanded. Two research and demonstration breeding and farrowing programs were established.

The area poultry project has resulted in the establishment of a new egg market outlet, expanded integration of egg production and marketing, and more commercial flocks. In 1953, commercial flocks in the 5 counties averaged 24,000 birds in flocks of 300 hens or more. They expanded to 160,000 birds in flocks of more than 1,000 hens each in 1960.

Area projects have had close support from the area agent in Rural Development. He has been the key to active and timely work by area project committees. He has been able to secure needed information and specialist assistance, follow up on details, and provide intercounty coordination.

Bimonthly meetings of the overall area lay development committee with the area agency committee provide mutual understanding and support of area programs.

Experiences in Kentucky have shown that people will work together on an area basis as they recognize a real need for intercounty cooperation.

## RETOOLING (From page 203)

In Extension, a rural sociologist was assigned to interpret legislation and train extension agents; a leader of agriculture, farm, and industry to give direction to planning and coordinating effort; an assistant director on programs to coordinate all areas of the extension program in added emphasis in area redevelopment; two district supervisors for county and area agent supervision; a State leader of home economics for family living. All these and others form the new extension team devoting time to RAD.

We see Ohio's expanded and reorganized State RAD Committee playing a vital role in resource development. Specifically, it will counsel with local committees and assist them in developing programs for full use of resources.

Extension's role in the program, in meeting our organizational and educational responsibilities, is tied closely to our traditional approach of helping people help themselves.

## TOTAL ATTACK (From page 196)

ational leadership) will not be separate and distinct from our regular, on-going extension program. On the contrary, it can greatly increase its effectiveness.

RAD is tailor-made to help us do a more effective job in Extension. It embodies the basic principles of our long range planning or program projection efforts. Yet, it is broader in scope and actively involves many other groups.

Furthermore, our analysis of problems and inventory of resources can be far more extensive and sophisticated than in our program projection efforts. Consequently, RAD represents an opportunity to do a much more effective job than would be possible otherwise.

### *Broad Application*

Although RAD was conceived initially to accelerate growth of economically depressed areas, we should not limit the application of this approach to those areas. The principles

of analysis, resource inventory, and planning by the local groups involved are basic to any extension program. Areas with rapid economic growth also are confronted with problems of adjustment which might be solved through such a unified program of action.

Though local people will need to and can now effectively call on many other agencies for help, it is clear that Extension's organizational and educational assignment is in the mainstream of the total effort. The RAD program provides an opportunity for real leadership on a broader and more meaningful scale than we have operated previously.

No agency or organization has a greater responsibility in this effort, nor a greater opportunity for success. I'm sure that every extension worker will accept this challenge.

## VISIONS (From page 205)

Last fall the Stevens County pilot project was expanded to include adjoining counties—Pend Oreille and Ferry. Each organized a Rural Development Planning Council.

In each county, much basic work has been done in gathering factual information and planning an overall economic development program.

The transition from a county to an area development program makes a number of potential developments possible which were not feasible when sponsored by a single community or county. In the Stevens County program, this was demonstrated when county lines were crossed to make the continuing education program possible.

Local resources will be more effective through area pooling. Potential programs can attract more capital. Larger projects can be sponsored.

We envision greater accomplishments as a result of the pilot county experience and the steps we have taken to move from a county to an area program. Rural and urban centers will be tackling common objectives. They are no longer "two different worlds." Modern communications, transportation, marketing, and other factors have brought them together.

Area development programs pro-

vide opportunity for effective teamwork in gathering and analyzing facts, planning programs, and citizens' action. We believe the transition from a county to an area program will help make sound program planning a reality.

## EXTENSION IN AREA (From page 197)

area levels, the Rural Areas Development committees can step in and do the job for the designated rural areas. All State and local agencies, and those federal agencies outside USAID having a contribution to make, should be represented on the State RAD committee. With guidance from Extension, they should constitute the best possible team for this job.

### *Utilizing Resources*

In addition, technical and enterprise assistance will be provided by all other USDA agencies under the leadership of the Farmers Home Administration and the Rural Electrification Administration. Close cooperation of State development agencies in obtaining liaison with the Area Redevelopment Administration will be essential. Various university planning agencies, and development authorities will have important contributions to make in some States.

At all times, the aim will be to make use of all available resources the motivation and development of local initiative.

The planning and evaluation of farm processing plants, forest products enterprises, and other types of commercial and industrial projects will require specialized assistance in many types. Legal, engineering, market analyses, and management are only a few of the talents essential to the organization and financing of projects which will provide supplementary employment to low-income farming areas.

In formulating overall economic development programs and planning specific projects, it will be necessary to call upon much specialized assistance. The job is one of developing all the resources of a given area. Rural and town people must work together in achieving their common objectives.

# Know Your Resources

by J. C. WILLIS, County Agent, and E. C. WALLACE, Associate County Agent, Chesterfield County, South Carolina

ONE of the first steps in planning for the future is to know what resources you have on hand. From this point you can estimate what you want and how you're going to get it.

Following World War II, it became increasingly difficult for Chesterfield County families to exist on their small farms. The average size farm was 92 acres and a third to a half of that was in woodland. Cotton was the major cash crop, but many allotments were only 5 to 10 acres.

It was clear that small farmers had to either expand and mechanize or seek employment in industry. This meant that many would have to find work outside the county.

A few small industries were located in the county and a large industry across the county line employed other Chesterfield County residents. However, these industries could not employ many more.

Shortly after Chesterfield was designated a Rural Development pilot

county, it was felt that a resource survey would be a valuable aid to economic development.

Extension agents contacted other agencies and organizations to assist in completing the survey. They included: Soil Conservation Service; Farmers Home Administration; Department of Health, Education, and Welfare; County Ministerial Department; county commissioners; County Development Board; and the Chesterfield Civitan Club. Other organizations, business firms, and individuals also cooperated.

The survey consisted of 16 major fields of resources. These were:

- Location and history
- Natural resources and extractive industry
- Human resources
- Agriculture
- Manufacturing
- Construction
- Miscellaneous service, trades, and industries
- Public utilities
- Distribution facilities
- Banking and finance
- Education and cultural facilities
- Recreational facilities
- Health and public welfare facilities
- Religion and related activities
- Government and fiscal affairs
- Organizations and media available to assist with local problems

Each agency or organization was asked to prepare the section directly related to it.

After completion, the survey was printed by the Chesterfield County Development Board. Copies were distributed to the legislative delegation, agencies and organizations through-

out the county, the County and State Development Boards, and individuals by request.

The survey has helped undergird the county's economy in two ways. First, it has focused attention on the need for more employment. Second, more has been accomplished through the combined efforts of the various agencies than would have been possible individually.

The survey brought together economic data that helped to determine the kind of industry best suited to the county. It contained the type of information that an industry would seek when selecting a location for their operations.

The report has helped many rural families appraise their economic problems, resources, and conditions and recognize the adjustments needed to improve their way of living. For most small farm families, these adjustments depended on deciding whether to expand their farming operations, sell, or farm part-time and work off the farm part-time.

## New Land Use

In developing the county, the potential of its land also has been taken into account. The County Development Board, State Commission of Forestry, and agricultural agencies are cooperating in a campaign to get unused land into production.

This year 2,500 acres of Forestry Commission land, cleared for reforestation, were leased to local watermelon growers. Chesterfield County, in the middle of one of South Carolina's watermelon producing areas, has soil ideally suited to melon growing.

The arrangement proved beneficial both to the commission and local watermelon growers. Melons planted on the newly-cleared land for a year helped keep down undergrowth. After harvest, pines will be planted. And watermelon growers are helped by the availability of ideally suited land.

This cooperative arrangement is expected to continue for several years, bringing in several hundred thousand dollars additional income to the county each year. More important, the watermelon and pine plantings are pointing the way to better land use.



George B. Nutt, South Carolina Extension Director, (right) and Reese Jordan, watermelon grower, check a crop on Forestry Commission land put into production to bolster Chesterfield County's agricultural economy.

# The People's Choice

by LLOYD R. WILSON, *Studies, Training, and Program Coordinator*, and JOHN PATES, *Associate Extension Editor, South Dakota*

**T**HE formation of water conservancy subdistricts has been heralded as the most stimulating thing that ever happened to bring about the development of the Missouri River in South Dakota.

The story behind this achievement is almost as spectacular as the formation of the subdistricts itself.

## *Legal Requirements*

Legislation passed in 1959 provided that the vote to form a conservancy subdistrict must be at least 60 percent favorable in each election district. And the vote had to be held at a general election.

To complicate matters, the law established separate election districts for each municipality and a separate one for all rural people in a county. Any one of the above factors could have blocked the formation of a subdistrict.

Less than 12 months remained to carry out an educational program, get petitions signed, and be sure that 40,000 voters thoroughly understood the issues involved. Many public officials said it could not be done that fast.

The job was done, however. In the November 1960 election, voters endorsed the formation of two subdistricts. The issue was favored by 78 to 93 percent of the voters in the 17½ counties which form the two subdistricts.

The Water Resource Commission knew an educational job was needed. Before the people could act, they needed to know the water situation in South Dakota, the role that the Missouri River might be expected to play, the water conservancy law, and the procedure to establish subdistricts.

The Commission turned to Extension for help. Extension personnel recognized the opportunity and the urgency of the situation.

J. W. Grimes, chief engineer of the Water Resource Commission, met with State and county extension personnel in a 2-day meeting. The first day was spent discussing the water situation and the laws. The second day was devoted to formulating plans, setting objectives, and assigning duties.

Eighteen counties in central South Dakota were selected to carry on the educational program. Water resource development would directly or indirectly benefit these counties most.

From 25 to 75 leaders or potential leaders in each county were invited to attend three 2-hour training sessions. With the help of county extension boards, leaders were chosen from every township, village, and city in the area.

From these leaders, County Water Resource Committees were elected. They helped plan an educational program, direct the petition sign-up phase, and determine the portion of the county which should be included in the subdistrict.

From 5 to 15 meetings were conducted in each county. These were designed primarily to create awareness and interest in the water situation and in the law. Even though these meetings were held during the busiest time of year for farm people, meeting halls were filled.

## *Campaign to Inform*

From July through October, every method of informing people became part of the educational program. Chambers of commerce, church groups, service clubs, 4-H clubs, home demonstration clubs, county crop and livestock associations spread the information.

Throughout the entire period, newspapers, radio, and television were used in the educational effort.

Three publications were developed as part of the educational program.

Each home demonstration club member was provided with a pack of material. The issues were discussed during October club meetings.

The Edmunds County Water Resource Committee placed displays at sample ballots in county banks. The committee also provided newspapers with an article each week during October.

Whenever a meeting was held every farmer and businessman in the area was notified by postcard. A news story also appeared in the local paper.

To encourage petition carriers, circular letters advised them of progress. It also underlined the need for continuing the sign-up.

The county superintendent of schools was supplied with fact sheets and sample ballots. Teachers were encouraged to bring the issue to the attention of school children.

In Faulk County, a circular letter signed by the County Water Resource Steering Committee was delivered to every voter. The letter explained the opportunity to form the subdistrict and asked voters to consider the issues and invited questions.

## *Personal Contact*

Petition carriers followed up the letter and visited every eligible voter. In all cases, the number of signatures on petitions was well above the 60 percent minimum needed.

In Campbell County, the information was incorporated in the County Improvement Association banquet program. The program included a skit which called attention to the situation. On the back of the banquet program was a sample ballot plus brief explanation.

In Hyde County, township representatives visited every farm. They explained the idea of conservancy subdistricts and presented a sample ballot plus reading material.

House-to-house visits were also made by commercial clubs in every town. The county committee sponsored a half-page newspaper advertisement and distributed handbills throughout the county.

(See *People's Choice*, page 214)

# Backbone of Rural Areas Development

by PAUL CREWS, Suwannee County Agent, Florida

*Editor's Note: Author Crews reports that during the past few weeks Suwannee County has become part of the Suwannee River Area Development Council, an organization of seven Florida counties joined by common interests and goals. Suwannee County has been designated a "redevelopment area," eligible for assistance from ARA.*

COMMUNITY work is the backbone of rural areas development programs. That's how we feel after working with community groups in Suwannee County.

Philadelphia, Fla., was the first community to organize an improvement club. Since then it won the Rural Community of the Year Award given at the Suwannee County Fair in 1959. The community also won first place for community booths at the fair.

Extension workers have been active in the improvement program

which grew from Suwannee's designation as a pilot Rural Development county. Many of the laymen selected to formulate plans for the local program are continuing in committee assignments. We work closely with them on problems and goals set forth by county people in family surveys and mass meetings.

A committee of 75 to 80 representatives of all organizations within the county was formed into a County Rural Development Council. This council guides and oversees the County Steering Committee, which in turn directs the problem subcommittees.

Active subcommittees were selected to head different phases of project work. At this point county agents probably play their most important role. Agents meet with the committees, advising and clearing up confusing points.

Subcommittees for the county are studying the following prob-

lem areas: agriculture, community improvement, education, forestry, health, industry, publicity, recreation, transportation and communication, and welfare.

After the committees have completed their planning on certain goals, action committees are appointed to do the legwork. This includes publicity and coordination with other committees or organizations.

When work on a project extends over several weeks, the committee makes progress reports to the steering committee and publishes written reports.

At intervals, praise and recognition are given to those people who are exerting the effort. Publicity and personal recognition have paid big dividends.

## Community Outlook

Big projects have been undertaken during this period. And some big results have been obtained. Community improvement has shown noticeable activity.

Interest was high in Philadelphia Community and the club took its improvement job seriously. Committees were formed to work on ways of bettering the community in nine problem areas—recreation, boundary line and sign, beautification, church, agriculture and marketing, health and welfare, home improvement, social, and education.

One problem discussed by the Philadelphia Community was the drying, processing, and handling of grain during harvest season. Available facilities were inadequate.

Between September 1959 and September 1960, funds were raised to build a \$155,000 processing plant. This new plant was built to handle grain produced not only in the Philadelphia Community, but the entire North Florida area.

This active community has also rebuilt its community center, started a dolomite program, and erected community signs.

In many cases several big projects are carried on simultaneously within a particular community. If county-wide problems are involved, the com-

(See Backbone, page 214)



farmers and businessmen on a resource development committee in Suwannee County discuss ways that a special conservation practice can be put into effect.

## EXPERIENCE

(From page 202)

guidelines, with suggestions from the Federal Extension Service, were utilized in projecting educational and organizational work in connection with the RAD and Area Redevelopment Programs.

One question facing many States is: How important is it to have personnel at the area level to work with county extension personnel and groups? From our experience on a trade area basis, it appears highly desirable that a person be assigned to a given area to assist agents in development programs.

Another significant insight on the area program has been the primary concern of each county to develop an active county development program before much attention is given to interests at the area level.

Still another significant experience has been bringing diverse interest groups together periodically at the area level. This develops close working relationships and recognition of the need for working together for mutual benefit.

### Learning Experience

We recognize that in the transition from a rural development program to an area development program, many new problems will be encountered. This effort is a learning experience for agency personnel as well as lay groups.

We believe that a development program has to involve more and more people. They, in turn, become more interested and better informed in decisions affecting their own welfare.

We know that we will be concerned with organizational and educational work for years to come. The area development program is a way of making ideas and concepts develop into action-type programs that will benefit the people in the area.

## PEOPLE'S CHOICE

(From page 212)

Sample ballots were mailed out with a local REA newsletter which goes to 95 percent of the farm operators in Brown County.

In the cities, Boy Scouts placed conservancy brochures and an explanation of the referendum on door knobs along with get-out-the-vote door hangers.

Two television programs were devoted to the subject just 2 days before the election.

### Satisfying Results

The entire program proved satisfying for all people concerned. The formation of conservancy subdistricts is important to future development in South Dakota.

Great obstacles were overcome. For example, an early survey indicated that only 57 percent of the persons interviewed thought it necessary to lay claim to Missouri River water.

Finally, perhaps most satisfying of all was being able to refute the claim that such an educational program "could not be done." And the decision was the people's choice.

## ECONOMIC TIDE

(From page 207)

committees to carry out the policies and program of the council.

Three subcommittees are working to increase income from agriculture. Each committee plans its own program, elects officers, determines time and place for meetings, and controls membership. The chairman of each is a member of the county council, attends quarterly conferences, makes reports, and helps keep the overall program coordinated.

The industrial and tourist committees have been responsible for increasing income outside of agriculture. These committees operate in the same general manner as those in agriculture.

During the past 4 years, committees have worked in the fields of education, health, recreation, rural telephone service, and fire protection. When a committee completes its job, or if it is unable to accomplish its purpose, it is disbanded.

The combined efforts of all subcommittees, plus the cooperation of all the people, have made it possible to develop a more stable economy and slow, or even reverse, the downward trend in population.

Involvement of all the people has

been the key in Douglas County's accomplishments. For example, 99 men formed 33 industrial stock selling teams. The town declared a holiday, business doors were locked, and both management and employees spent the day selling stock to build the factory. Today 1,265 people own stock in the development corporation.

Only four "No" votes were cast when Ava voted funds for sewer and water expansion. Over 500 farmers gave \$5 each to be used in the campaign to get telephones. These are a few ways that people were involved.

The local weekly newspaper, the only mass medium originating in the county, covered the development program with editorials, feature stories, and pictures. Their interest in the program stimulated interest and action in the public.

Douglas County's success as a Rural Development pilot county has been a demonstration of community effort in helping themselves. The people now have confidence and a determination to make greater achievements.

## BACKBONE

(From page 213)

community gathers countywide support. Usually what is good for the community is also good for the county.

Three publications have been written to guide these community organizations. The first was a simple leaflet describing the details of a community development program. It set up a contest with rules and regulations explained. This was printed and mailed to all community leaders.

The State community improvement subcommittee prepared a manual *Guidepost to Community Development for Community Leaders*, with suggestions for organizing a community. Committees and duties were also suggested.

In addition, a mimeographed handbook was prepared for committee secretaries.

The duties and responsibilities of extension agents in this pilot county are to guide and work with the committees.

Sometimes it's a full-time job, but it is doing the things that the people want.



**NEWS**

**and**

**VIEWS**

lems becomes a club leader, and is selected as a delegate to the National 4-H Conference in Washington, D. C.

Man Enough for the Job is being distributed in a new manner. Prints are being sold directly by the producer to Extension Services, power companies, and businessmen with a large rural customer list. These purchasers then make their prints available to schools, churches, civic clubs, 4-H clubs, and rural organizations.

## Georgia Organizes RAD Committees In All Counties

The Georgia Extension Service reports the organization of a Rural Area Development Committee in every county. In a report to the Federal Extension Service, Director W. A. Sutton said that all 159 counties had organized by late September. This makes Georgia the first State to form RAD committees in 100 percent of its counties.

One particular county committee with a membership of about 60 was noted. Representative local leadership included business, industry, labor, city and county government, banking, churches, health services, service clubs, fraternal organizations, and other interests.

## 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 2169 How to Control Blowing—New (Replaces F 1797)

M 857 Hides and Skins from Locker Plants and Farms—New (Replaces F 1055)

The following publication has been declared obsolete because of changes in insecticide recommendations. All copies should be disposed of.

F 2060 Sugar Beet Culture in the North Central States



Newly elected officers of the National Association of County Agricultural Agents for 1961-62 are: (left to right) President B. H. Trierweiler, Wyoming; Vice-President Paul Barger, Iowa; Secretary-Treasurer, J. S. Thurston, Pennsylvania.

## NACAA Elects Trierweiler

Nearly 1,500 agricultural agents and their families met in New York City in September for the 46th annual meeting of the National Association of County Agricultural Agents.

Bernard H. Trierweiler from Torrington, Wyo., was elected president of the association for 1961-62. The agents also selected Paul Barger, Waterloo, Ia., as vice-president. Joseph S. Thurston, Greensburg, Pa., was elected to his third term as secretary-treasurer.

NACAA Directors for 1961-62 include: Northeastern, Stanley Hale, Connecticut; Southern, Elmo V. Cook, Texas; North Central, J. B. Turner, Illinois; Western, George L. Jones, Colorado; and Southern, E. N. Stephens, Florida.

In New York, agents had a first-hand look at farm products moving

through the world's largest markets. The 4-H Town and Country Business Program and other extension marketing programs were featured during the meeting which was based on the theme, Marketing in Action.

The 1962 meeting will be held August 26-30 at the New Mexico State University, Las Cruces, N. Mex.

## 4-H Film Wins Praise

Man Enough for the Job, the 4-H motion picture released early this year by Sam Orleans Film Productions, Inc., has become in great demand among 4-H club and county agents.

The film tells the story of a boy whose lack of interest in anything causes his parents serious worry. But when the family moves to a rural area and the boy becomes interested in the local 4-H club, he undergoes a great personality change. The formerly disinterested youth becomes vitally interested in community prob-

# TURKEY

## for two or twenty

**S**INCE the first Thanksgiving Day, turkey has been the traditional feast.

It still is. But today's housewives find that turkey is available year round and in sizes to fit every need. Turkey can be bought to feed 2 or 20 people. And it's priced to fit any food budget.

The application of science to increase the efficiency of production, processing, and marketing makes turkey one of today's best buys in high quality protein foods. Scientific studies show that turkey is highest in protein, and along with chicken, lowest in fat and cholesterol of all popular meats. In addition, it is favorably priced in today's retail market.

### *Improved Production*

Growers are now producing bigger, meatier turkeys in less time, with less feed and labor. The amount of feed required to produce a pound of turkey has dropped from over 6 pounds in 1930 to less than 4 pounds now. The growing period has been reduced from 28 to 30 weeks to about 24 to 26 weeks, or less with smaller turkeys.

Growing 3,000 turkeys per flock was considered a one-man job right after World War II. But with automation this number has increased many times. Integrated producers may have several hundred thousand turkeys under the care of a few growers, many with a minimum of 10 to 20 thousand each.



Specification production means producing exactly what the consumer wants. Our turkey industry has been a prime example. Small families, with small ovens, required small turkeys. In answer, USDA scientists produced the Beltsville White Turkey.

Even before that, the demand for more white meat resulted in the broad breasted turkey. Shorter legs, compact bodies, more meat, less bone, faster growing, tender, juicy, broad breast, well finished, no pin feathers, pleasing appearance—these have been some of the demands for turkeys.

Some processors say a white turkey will give a nicer looking carcass, so breeders are developing larger white turkeys with all the other specifications. New demands in packaging, processing, and displaying will continue to bring changes. The turkey industry is determined to continue providing the consumer exactly what he wants.

Consumers can buy turkey parts

if they prefer them to whole birds. And special products, such as turkey rolls, are also available.

Turkey has become a year-round favorite. Per capita consumption has increased from less than 3 pounds to more than 7 pounds in the last 20 years. Growers now produce enough to provide everyone in the U. S. with half a turkey per year.

From Pilgrims to the present Americans have been enjoying turkey—at holidays and now throughout the year. As demands change, the turkey industry will continue to utilize science to provide the type of turkey consumers want.

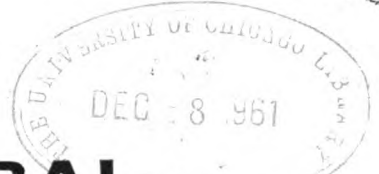
Are you telling America's greatest success story—the story of agriculture—to nonfarm groups in your area? This is No. 6 in a series of articles to give you ideas for talks, news articles, radio and TV programs, and exhibits.

Education Library *Edue*

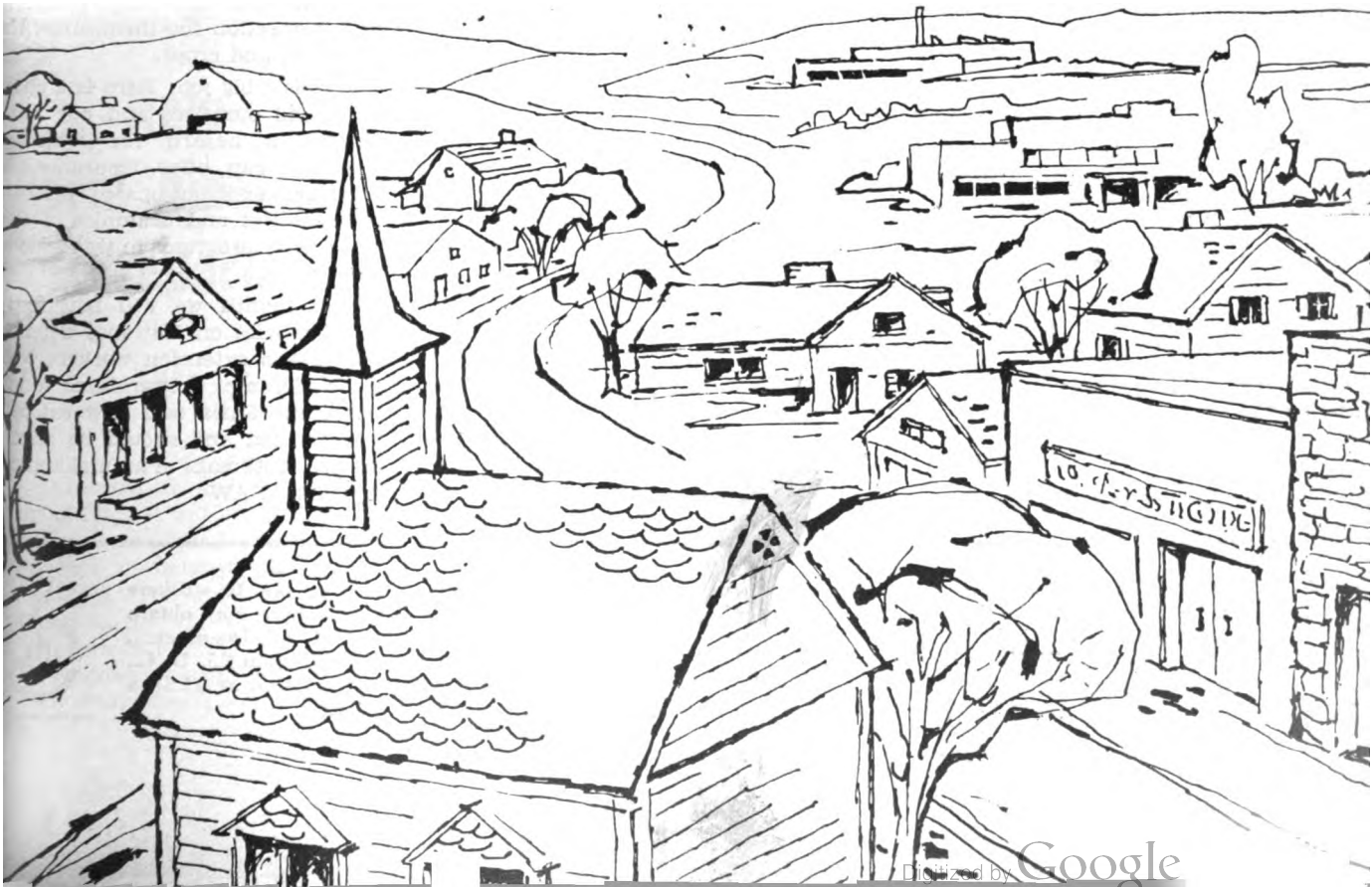
EXTENSION SERVICE

# Review

NOVEMBER 1961



## RURAL CIVIL DEFENSE





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 agencies, 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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### **EAR TO THE GROUND**

Is your insurance paid up? Take a quick check—auto, health, fire, theft, life insurance. When they are paid, you are prepared for the disasters they cover, even though you really don't want to collect.

But what protection have you, your family, your county's rural families against nuclear attack? Such insurance is available at relatively low cost—through civil defense.

President Kennedy has said, "Nuclear weapons and the possibility of nuclear war are facts of life we cannot ignore today. In these dangerous days we must prepare for all eventualities. The ability to survive coupled with the will to do so are essential to our country."

Contrary to what many people think, the effects of nuclear explosion are not confined to large cities, industrial areas, and military installations. Radioactive fallout is just as likely to fall in rural areas as urban areas. But with proper protection and preparation—we can survive.

If the U. S. is ever attacked, recovery will depend greatly on rural areas. Frank B. Ellis, Director of the Office of Emergency Planning, says, "It is essential that farmers and

others in rural areas understand the nature of radioactive fallout so that steps may be taken now to minimize the damage from such a catastrophe.

Farmers have the double job of preparing protection for themselves and their families and for continuing livestock and crop production for the sake of the entire Nation.

We in Extension have a major job to help make plans to continue necessary government operations in case of attack and to inform the public about those plans. We also have a special assignment to help rural people prepare protection for themselves, their livestock, and crops.

This is a big job. Here is a chance to defend ourselves and our Nation against a hazard for which no company can offer insurance. We hope the explanations of USDA responsibilities and examples of State and county programs in this issue help you.

Next month we will feature more articles on National defense, how Texas extension workers test their defense preparations during Hurricane Carla and how extension workers can and should be alert to unusual outbreaks of animal and plant diseases.—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.





# Help Rural America Prepare

DR. E. T. YORK, JR., *Administrator, Federal Extension Service*

"NUCLEAR weapons and the possibility of nuclear war are facts of life we cannot ignore today. In these dangerous days we must prepare for all eventualities. The ability to survive coupled with the will to do so are essential to our country."

This recent statement by President Kennedy dramatically emphasizes the

need for increased civil defense efforts. And, as the President and other top officials have pointed out, one of the greatest deterrents to an all-out nuclear attack is our ability to survive such an attack.

An expanded Civil Defense Program is being launched to improve the protection afforded both urban and rural people. The Department of Agriculture has been given major responsibilities in these efforts.

One job is to make sure we will have an adequate food supply in the event of an enemy attack and help farmers prepare to maintain our productive capacity following attack. Another major responsibility is to acquaint rural people with the steps they must take to protect themselves, their livestock, and their crops against damage from fallout.

To assure continuity of government, the Department of Agriculture has organized USDA Defense Boards in every State and county. Extension directors and agents are serving on these committees.

## *Extension's Assignment*

The Cooperative Extension Service has been given responsibility for an educational program to acquaint rural people with necessary preparedness steps. This is one of the biggest, most challenging, and most critical assignments ever given to Extension.

Our educational task is urgent. We are giving it high priority. We must acquaint rural people with the risks and the steps they can take to reduce these risks.

Our first objective in these efforts is to help rural people protect themselves against radioactive fallout. They must also take practical steps for protecting their livestock, crops, and feed supplies. And they must be able to assure continued farm production following an attack.

In carrying out this program, we must:

- Convince rural people they can survive nuclear attack—and so can livestock.
- Teach people how to survive.
- Cooperate with other agencies and groups with the same objectives.
- Teach farm people how to recover from attack and prepare

for post-attack farm production.

- Stimulate rural people to take all necessary action.

To accomplish these goals, we need to create in rural people an awareness of the problem, develop interest in how the problem can be solved, and stimulate an urge for more knowledge about these preparedness steps. Then we must provide the leadership to get people to take action and apply this new knowledge.

## *Present the Facts*

One of the first things people need to know is that they can survive nuclear attack. For years, many people have had the fatalistic idea that nothing could be done to protect themselves against nuclear bombs. If the blast didn't kill them, they reasoned, radioactive fallout probably would.

But this reasoning was based on misconception. Civil defense officials report that proper protection can reduce sharply the number of fatalities.

If we are unprepared, these officials say, 45 million Americans or one-fourth of the population might be killed. But the greatest proportion of these fatalities would come from fallout, the deadly cloud of radioactive dust and debris which would blow across the land.

If Americans take necessary precautions, however, the number of fatalities can be reduced to about 5 million people, or less than 3 percent of the population.

## *Family Preparedness*

Most rural areas will have sufficient warning for families to take cover. Families will need to know the warning signals and must have the safest possible shelter from fallout dust.

Each family will have to prepare in advance to be on their own for at least 2 weeks. They will need a stockpile of food and water, sanitary facilities, and other necessities. They must be able to improvise in the likely absence of electricity and fuel. They must know what to do when a doctor is not readily available.

The farmer must know how to shelter. (See *Help America*, page 224)

# Defense Responsibilities of USDA

by H. LAURENCE MANWARING, Director, Food and Materials Division,  
Agricultural Stabilization and Conservation Service, USDA

**B**UILT-IN readiness is a basic concept of the U. S. Department of Agriculture's defense planning. This concept means that emergency plans and preparedness programs must be an integral part of the Department's regular and continuing activities.

USDA has been assigned these major defense program responsibilities:

- Informing rural people how to survive attack, recover from attack, and resume post-attack farm production
- Protection of agricultural resources from radioactive fallout
- Prevention and control of rural fires caused by enemy attack
- Production, processing, storage, and distribution of food through the wholesale level
- Stockpiling of food
- Protection of livestock and crops against biological and chemical warfare

## USDA Assignments

USDA will be prepared to cope immediately with food supply and other agricultural problems which will face this Nation if we suffer an attack. Major agency assignments within USDA include:

Defense policy and major program decisions—Under Secretary of Agriculture

Administration — Administrative Assistant Secretary and staff

Defense coordination and program staff services (including coordination of assessment of effects of attack; analysis of food requirements and supply; development of requirements and procedures for claiming from other agencies transportation, fuels, equipment, machinery, fertilizer, pesticides, containers, manpower, and other essential items)—Food and Materials Division, Agricultural Stabilization and Conservation Service (ASCS)

Liaison with outside agencies and groups—Food and Materials Division, ASCS

Farm production of raw material for food and fiber—ASCS

Domestic distribution of farm equipment and fertilizer—ASCS

Management of existing food supplies from farms through wholesalers—Agricultural Marketing Service (AMS)

Prevention and control of fires in rural areas—Forest Service (FS)

Protection of livestock and crops from biological and chemical warfare—Agricultural Research Service (ARS)

Protection of agricultural resources from radiological fallout—ARS with assistance of FS, SCS, and AMS on radiological monitoring

Rural defense information and education program—Cooperative Extension Service

Rural credit—Farmers Home Administration (FHA)

Evaluation and utilization of soils under emergency conditions—Soil Conservation Service (SCS)

Food stockpiling to be assigned depending on the nature of the stockpile.

## Field Organization

Program direction and guidance in the planning period must come from the national level. But success of post-attack food and agricultural activities will depend largely on field operations. To build emergency planning and operating capability, a system of Regional Liaison Representatives and USDA State and County Defense Boards has been established.

A USDA Regional Liaison Representative (RLR) is headquartered at each of the eight area Offices of Emergency Planning (OEP) and regional offices of the Office of Civil Defense of the Department of Defense (DOD). The RLR performs regional defense planning and liaison

with OEP, DOD, and other agencies. He is assisted by an advisory group of representatives from AMS, AF, ASCS, FHA, FS, SCS, and Extension Service.

In an emergency, the RLR is responsible for directing USDA programs in his region if communications with national headquarters are cut off. Otherwise, he is responsible for liaison with OEP, DOD, and other agencies and coordination of defense activity in the region.

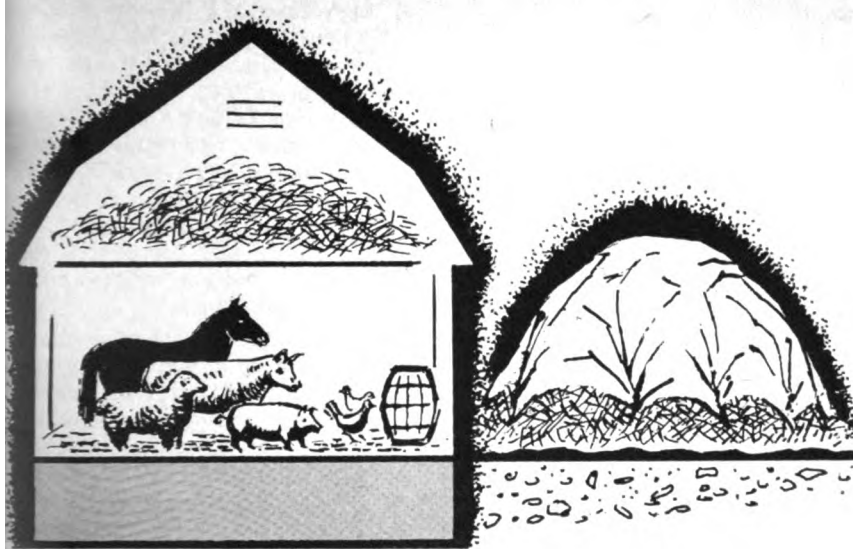
## State Level

A USDA State Defense Board has been established in each State, Puerto Rico, and the Virgin Islands. Each State Defense Board consists of a chairman (ASCS state executive director) and a representative from each of the seven agencies (mentioned above) which play a major deferential role in the State.

In an emergency, chairman of the USDA State Defense Board would be the State Administrator, assisted by representatives of the seven USDA agencies and any additional staff designated. If communications with national headquarters and the RLR are cut off, the State administrator would direct USDA programs (except national forest administration, ASCS commodity offices, research laboratories and stations, and area food distribution offices). Otherwise, the RLR would direct these USDA programs under guidance of national headquarters. If national headquarters is cut off, he would act under guidance of the RLR.

In addition to directing USDA programs, the USDA State administrator will maintain liaison with State government and other officials. Assisted by his immediate staff, he would evaluate effects of attack and develop requirements and supply analysis. He would also determine and present to the appropriate agencies requirements for transportation

(See *Defense Duties*, page 236)



# Planning Protection from FALLOUT

by FRANK A. TODD, Assistant to the Administrator for Emergency Programs, Agricultural Research Service, USDA

THE age in which we live continually provides us with new wonders and luxuries. At the same time, we face new problems and potential problems.

Among the potential problems are those related to the effects of nuclear, biological, and chemical warfare. These are made more real by today's worldwide activities.

## Radiation Danger

In the case of nuclear warfare, we are primarily concerned with the danger and effects from radiation. Radiation can pass into and through matter. When it does, it can change, damage, or destroy living cells through ionization.

Ionization may result in death of the cell or loss of its ability to divide and grow, thus inhibiting normal cell replacement in the body. So protection from the effects of radiation is necessary to prevent ionization or to minimize such hazards.

Radiation hazards to animal tissues are divided into two groups—external and internal.

The external hazard is the first

and most lethal problem of fresh fallout. Gamma rays, similar to X-rays, are penetrating and capable of traveling relatively long distances. This gamma radiation is usually produced by the shorter-lived isotopes. So, the hazard decreases with time.

The internal hazard results from consumption of contaminated food and water. This hazard is caused chiefly by longer-lived isotopes that produce beta rays which travel only short distances. Inside the body, beta rays continually irradiate and damage cells. The internal radiation hazard is of major concern to agriculture because it can affect most food commodities.

Both men and animals are affected by radiation exposure. But both can be protected against these hazards. Precautions recommended for human protection also apply to livestock.

## Sources of Protection

The four basic principles for protection against radiation are: distance, time, shielding or shelter, and decontamination. The objective of each is to prevent or minimize ionization of biological systems.

Distance is the first natural protection. The farther away you are from the source of radiation, the less radiation exposure you receive.

Time is another natural form of protection. The total radiation hazard begins to decrease the moment it is formed. Some radioactive elements decay rapidly, losing their strength in seconds, hours, or days. Others require months or years.

The third protection is shelter. The primary object is to place as much mass as possible between you and the source of radiation. As gamma rays pass through materials, they are absorbed. The more material, the more absorption.

For example, the first floor of an ordinary wood frame house in a fallout area could provide a protection factor of about one-half. That is, you would receive about one-half the radiation dose in the house that you would receive if outside without protection.

In the cellar of the same building, exposure would be about one-tenth. An underground shelter with a covering of 3 feet of packed earth, such as a root cellar or storm cave, would provide highly effective protection.

## Removing Contamination

Decontamination, the fourth protective principle, involves mechanical removal of radioactive materials to a less hazardous location. Radioactive fallout is dustlike and thus produces surface contamination.

Food can be protected from radioactive fallout by keeping out this dustlike material. If this can be accomplished, the food or feed may be irradiated but will not become radioactive and will be safe for consumption.

This can be illustrated in the case of grain stored in a dust-tight bin. If radioactive fallout lands on the bin roof and surrounding area, gamma rays can penetrate the building and irradiate the grain. But as soon as the radioactive isotopes have decayed and the radiation diminishes so the farmer can enter the area, the grain will be safe for consumption.

(See *Fallout Protection*, page 226)

# *Preparing for Emergency Food Management*

by IRVIN L. RICE, Assistant to the Director, Special Services Division,  
Agricultural Marketing Service, USDA

**E**MERGENCY food management. This is the term used to describe emergency actions expected to be required in food processing, storage, and distribution following an enemy attack.

If the U. S. is attacked, the assault would probably be massive. And our complex, highly interrelated economy provides many targets.

We can assume that food processing, storage, and distribution centers would be on the target list. And food producing capabilities of our farms and ranches would not escape notice of enemy attack planners. We also can reasonably assume that an enemy would want to destroy or seriously diminish our ability to make the best use of surviving food stocks and facilities.

So planning for emergency food management includes identifying our food resources, appraising their vulnerability to attack, lessening that vulnerability if we can, and working out many alternative emergency plans. These alternative plans must be reasonably suited to the wide variety of situations likely to exist after an attack.

## *Pinpointing Resources*

Identifying our food resources may seem like a relatively simple task. But it is, in fact, a colossal one. We have food processing, storage, and distribution facilities. The "resource identification" also includes the size of these facilities; the foods they process, store, or distribute; the areas

they serve; and the class of customers they supply.

Substantial progress is being made in this task. Thousands of food facilities have been identified and recorded on punch cards. These cards have been placed at headquarters relocation sites and with USDA State and County Defense Boards.

But much remains to be done. Extension workers, with intimate knowledge of "who does what" with food in their areas, will be a welcome source of information.

Generally, the food industry is widely dispersed but some parts are highly vulnerable. The cities and areas in which some facilities are located are likely to be prime targets. Also, the processing facilities for some foods are in so few locations that a few well-placed weapons could eliminate the availability of that particular food.

## *Basic Assumptions*

Planning for emergency food management recognizes several basic premises:

While the Nation as a whole probably would not be short of food following an attack, processing, storage, and distribution would be disrupted. So the problem of food distribution looms larger than that of basic supply in the immediate post-attack period.

The ability of government, industry, and the public to make the best of its post-attack food situation depends on the effectiveness of advance planning.

Centralized direction won't be possible until a reasonable amount of communication facilities are available after attack. So USDA State Defense Boards and County Defense Boards must be trained for independent operation until headquarters can direct work. This means these committees must have basic plans, orders, and procedures so independent operation will coordinate with national plans.

Conservation of surviving food resources will be of paramount importance. The most equitable use must be made of foods on a national basis. And food supplies must be assured for armed forces and allies. So plans must provide for gaining control of food supplies and providing the means of channeling these to the places and in the amounts needed.

## *Sharing Responsibilities*

While USDA is responsible for the national emergency food management program, this does not mean that it could, or plans to, do the whole job. State and local governments, the food industry, and the public share the responsibility.

USDA's food management responsibility runs from the farm gate through the processor-wholesale level. State and local governments are responsible for planning distribution of food, including stocks made available through USDA, and emergency mass feeding.

Industry is responsible for assuring a continuing supply of food in accordance with the national plan.

The individual is responsible for maintaining enough food for himself and his family until other supplies become available.

Extension has the big job of educating the rural community in the need for pre-emergency preparation for survival. This will include explaining the principles of emergency food management; the proposed methods of coping with post-attack food problems, and promoting cooperation and understanding between farmers, businessmen, and government officials.

What we learn to do today must save our lives tomorrow.





## TRAINING ADULTS FOR SURVIVAL

by JENNIE-CLYDE HOLLIS, Civil Defense Program Specialist, Office of Education, U. S. Department of Health, Education, and Welfare

**M**ORE than 250,000 Americans have completed an adult education course on survival measures during the past 2 years. They have learned that civil defense is, what the government is doing to insure protection of civilians in the event of nuclear attack or other major disaster, and what they must do for themselves, their families, and their communities to survive.

This 12-hour course is a major effort of the Civil Defense Adult Education Program (CDAEP) conducted by the U. S. Office of Education. It includes information on surviving wartime and natural disasters.

### Local Emphasis

CDAEP is community centered with a practical course tailored to local needs. The State CDAEP and local public school staffs involve local organizations and leaders.

State and local civil defense plans, fallout shelters, and protection from natural disasters are discussed. In rural areas, protection of crops and livestock is included. Participants do receive practice in individual and family protective measures.

One sign of the course's success is

that it motivates further learning and action. Many who take the course continue with first aid, medical self-help, radiological monitoring, and the like. They become civil defense officials or team members. They become a leadership group to support enlightened civil defense policies.

### Need for Education

The CDAEP was set up to help the public recognize these hazards and understand national planning as a basis for undertaking their own protection.

In 1958 the Director of OCEM (now the Office of Emergency Planning) asked the Office of Education to take responsibility for teaching civil defense concepts to the public. The result was the CDAEP conducted through adult education programs of the Nation.

Participation has grown from four States in 1959-60 to 15 in 1961-62. Florida, Kentucky, Minnesota, and Texas first entered the program. California, Louisiana, and Nebraska joined in 1960. This year Hawaii, Illinois, Mississippi, New Jersey, New Mexico, Oregon, South Carolina, and Washington were added.

In the States taking part (shown on the map above), growth in numbers and impact on the community have been steady and sometimes spectacular.

### Program Operation

The program is publicized nationally through educational organizations and other channels. When interest develops in a State, the chief State school officer writes to the U. S. Commissioner of Education, asking to participate in the program.

As funds become available, States are chosen from the list of applicants for participation. States are selected on the basis of geographical spread and diversity of representation.

When a CDAEP contract is signed, the State is granted funds to operate the program. This grant provides for a State coordinator and one or more consultants, teacher training, travel and other administrative costs, and payment of local CDAEP teachers.

The State CDAEP staff, working through local school officials, recruits educators to supervise and teach the local program. Regional centers are set up to train local teachers who are (See *Adult Training*, page 233)

# Organized for RURAL FIRE DEFENSE

by MERLE S. LOWDEN, Director, Division of Forest Fire Control, Forest Service, USDA

**N**UCLEAR war is a possibility we cannot ignore today. In the event of such an attack, we must be prepared to prevent and control enemy-caused fires in woodlands, grasslands, croplands, and brushlands.

National responsibility for rural fire defense was delegated by the President to the Secretary of Agriculture. The Secretary, in turn, assigned this duty to the Forest Service.

Extension workers have a vital stake in helping save the people and resources of rural America from destruction. Better understanding of rural fire defense can be a key factor in saving rural America in the event of attack.

The Forest Service has been active in rural fire defense planning, organization, and training since 1951. Now a National Rural Fire Defense Planning Committee serves as an advisory group to the Chief of the Forest Service.

This committee provides interagency coordination and advice in rural fire defense planning at the national level. It is composed of representa-

tives of the Forest Service, Association of State Foresters, Federal Extension Service, Department of the Interior, and a liaison for the Office of Emergency Planning.

The committee provides leadership and direction to the rural fire defense program. It also is responsible for preparation and maintenance of a national fire defense plan.

## Defense Plans

Each State has a rural fire defense plan, which in many cases Extension helped prepare. If an enemy attack should occur, each public and/or private fire protection agency would activate its field forces and all other facilities to cope with fires.

For example, the Bureau of Land Management, Park Service, and Forest Service would be responsible for protecting the Federal land under their jurisdiction. By the same token, the State forestry organization responsible for forest fire protection on State and private lands would activate its organization. This could be

Extension has been cooperating with many State and local civil defense units. We must continue and expand this cooperation as our resources permit.

The U. S. Public Health Service has developed a "Medical Self Help" program which will be offered to the public by State health departments. We can help expand the number of people who take this training.

In many States, the U. S. Office of Education is offering training on personal survival, an essential part of the civil defense effort. Again, we can help more people to take advantage of such training.

Chambers of commerce and other groups are offering publications on

a State forestry district, a county, or any other unit organized for forest fire protection.

In some western States, associations are used to protect forest land from fire. Here the association would take the action assigned to it under the State fire defense plan.

Rural fire defense plans at all levels provide for the coordination of action by all agencies.

Extension people should become familiar with rural fire defense. At the State level, they can do this through the extension representative or Forest Service representative on the USDA State Defense Board, the extension representative on the State rural fire defense committee, or the State Forester. If there is a National Forest in the State, the forest supervisor can help. At the county level, extension people can contact the local State district forester, State fire warden, or if available, the National Forest ranger.

Why is rural fire defense important to extension people? In rural areas, next to personal survival, the first action following attack probably will be rural fire defense. If not contained, forest, range, brush, and agricultural fires may block roads, destroy communications, food supplies, crops, timber, bridges, storage facilities, homes, barns, and farm equipment essential to growing food.

Rural fires can jeopardize the lives of country people. In the long run they can endanger the whole Nation.

fallout shelters and preparedness steps. The American Home Economics Association is urging home economics teachers to help acquaint families with facts about stockpiling food. Other groups—national, regional, State, and local—have similar interests.

Extension is well equipped to take educational leadership in rural fire defense. We have demonstrated our ability to create awareness and understanding, and to stimulate action in dealing with many diverse problems. Now we have an unparalleled opportunity for service—that of helping rural people and, indeed, our Nation, to survive an all-out nuclear attack.

## HELP AMERICA

(From page 219)

ter his livestock and provide emergency feed and water for livestock. And he needs to understand the contamination problems that would follow an attack and how to combat them.

This civil defense effort with rural people is a tremendous task. Fortunately, many resources are available to help us do this job.

Other public agencies, private groups, and individuals are working on many phases of preparedness. Working with these groups, Extension can make a valuable contribution to the common goal.

# On the Move for Rural Defense

by BURTON E. BERGER, Rural Defense Information Specialist, Oregon

HERE'S nothing like a highly-successful program to provide a firm foundation for a new one. We know this from past experience. And it is being demonstrated again as the Oregon Rural Defense Information Program gets under way.

During the past 7 years, Oregon's county home extension agents have been carrying on a home preparedness program in civil defense. This is under the leadership of Mrs. Isabel Mack, assistant director of extension, in cooperation with the State civil defense agency (OSFDA), and women's committee on civil defense. During this work hundreds of leaders have been trained to carry home preparedness information to local communities. These enthusiastic, well-trained women are a starting force in extension's move to train all rural folk to prepare themselves for an emergency.

## Building a Foundation

The information program is built on two key pillars. The first is cooperation with established civil defense agencies at State and county levels. In June, this cooperation was emphasized by a memorandum of understanding between the USDA State Defense Board and OSFDA. It provided that both would take part in carrying out a rural defense information program.

A firm foundation for this cooperative effort had been established earlier by Assistant Director Jean Scheel, who served as chairman of the State Advisory Committee on rural defense. OSFDA and as the extension representative on the State Defense Board.

The State Defense Board and

OSFDA, cooperating with Extension, planned and held a series of meetings for county agents, county civil defense directors, and other interested persons. Extension, in fulfilling its responsibility for education and organization of rural civil defense, provided a major part of the program.

The second key pillar is based on Oregon's experience in leadership training—training people to help themselves and one another. Here the women trained in home preparedness are making a large contribution.

We know county extension workers are busy. Adding a new program and expecting agents to do all the training would mean other key programs might not be given needed emphasis.

So leadership training was chosen as the method to be used. We decided to train leaders first at the county level. Then these leaders could train community leaders who in turn could train rural residents.

With these two pillars on which to build the program, Extension was ready to move.

## Training Agents

In October, a series of four 2-day district training conferences in rural defense were held. Two agents—one agricultural, one home economics—from each county were trained. They were given facts about fallout and radiation; building and equipping shelters; food for survival; protection and care of livestock; biochemical threats; and health, sanitation, and welfare problems.

Agents were also briefed on State and county civil defense plans and were helped on plans for a rural defense information program. Practice sessions gave agents experience in

making program presentations on rural defense.

Personnel from Oregon State University, Extension, OSFDA, and USDA agencies were the faculty for these conferences.

Back home again, agents are helping interested rural people develop plans for protection of their families, homes, livestock, and crops.

One big job extension faces is getting people "interested." Again, women trained through home preparedness workshops are helping get the job done. These women are getting their husbands and neighbors interested in preparing for an emergency.

## Emphasize Individualism

One principle is basic in Oregon's program—rural defense is an individual family affair. Our job is to present people with the facts—show them the dangers and the basic principles and methods that will protect them. Then we have to challenge them to take steps for their personal protection.

We point out that individual action to provide protection for home, family, and farm is nothing new. The individualism and ingenuity spawned by this type of action built America. In one sense, we are going back to the "cowboys and Indians" stage. Each family is equipped to preserve itself for a limited time under attack, then come out fighting and ready to carry on.

Today's "Indians" are likely to be radioactive dust, dirt, and ashes. But survival is possible for most people who live in rural areas—if they're prepared.

Our national security rests in large degree on the ability of rural people to put their food-and-fiber-production industry back into operation after an emergency. This means farmers need to know how to produce under radioactive conditions, just as they know how to cope with hail, flood, cold, insects, and disease.

Extension has helped farmers learn to cope with emergencies before. Developing in rural people a "built-in readiness" to meet any emergency is a job Extension knows how to do. And Oregon is busy getting the job done.

# Activating a Defense Education Program

by J. N. BUSBY, Assistant Director of Extension, Florida

**E**XTENSION has responded quickly and effectively to national emergencies in the past. But the new responsibilities of rural defense education may be the most challenging, critical assignment ever given to Extension.

When assigned this responsibility, Florida extension workers moved quickly to organize and carry out a defense education program. All staff members are being alerted to the need for rural defense. They are using all available communication methods to explain this need to rural people.

State specialists serve as liaison with other agencies on the USDA State Defense Board. The assistant director of extension coordinates the program statewide.

County agricultural agents are giving leadership at the county level. Working with local civil defense directors and other groups, they are planning an orderly assumption of rural civil defense educational work. Emphasis is placed on continuing satisfactory programs without interruption.

## *Educational Program*

Florida was one of four pilot States in an adult education course in civil defense. Under this program the U. S. Department of Health, Education, and Welfare contracted with the Florida superintendent of public instruction to provide civil defense education to adults. Leaders of this program and extension coordinate efforts of the two agencies to prevent duplication.

In 3 years, this adult educational program has trained a corps of 1,348 teachers in 57 of Florida's 67 counties. These teachers have given more than 26,000 Floridians a 12-hour course in personal survival. Some extension workers have completed these courses; others are being urged to enroll.

Cooperating with extension on rural defense education, a representative of the CDAE program attended the annual extension conference. He outlined the resources available to agents and explained how to organize personal survival courses for rural people. The State coordinator indicated a willingness to help train teachers for survival courses slanted toward agriculture.

In their educational programs, county agents will include information on such subjects as protection of crops and livestock from radioactive fallout and treatment of soils following fallout. Home agents will take survival information to homemakers.

## *Shelter Study*

Questions have been raised about the adequacy of typical family fallout shelter designs for Florida conditions. Also, few livestock are under shelter. Florida's level terrain and high water table make above-ground shelter necessary.

Extension's agricultural engineer is studying fallout shelter plans with nuclear scientists from the University of Florida. They hope to be able to adapt fallout shelter designs to Florida conditions.

A television series, *Personal Survival in Disaster*, has been developed

by the State Department of Education. The series of 12 lessons is scheduled for viewing this fall throughout much of the State. Extension workers are helping to publicize the show among rural people and are helping organize local discussion groups.

Extension must find ways to awaken rural interest in personal survival training. Key leaders and agricultural organizations can help overcome complacency.

Rural defense may become the Nation's first line of defense. Extension has the know-how, the confidence of rural people, and the resources to do this job. Extension can and must meet this challenge.

## **FALLOUT PROTECTION** *(From page 221)*

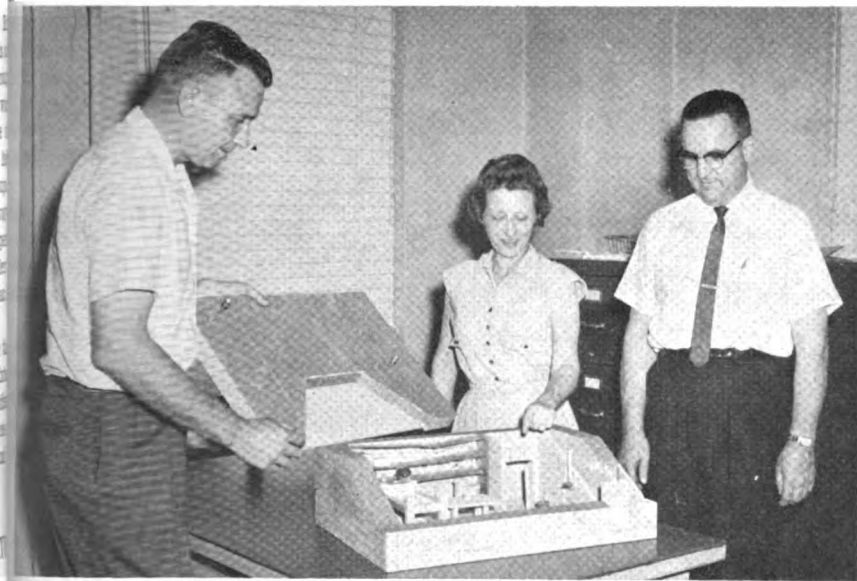
Haystacks can be protected by covering with tarpaulins. The dust may cover the tarpaulin and irradiate the hay but it will not make the hay radioactive. When the radioactive materials have decayed, the farm can carefully remove the tarpaulin and the dustlike material. Then the hay will be safe to feed.

Decontaminating food for human consumption is based on the same principles. It involves mechanical removal of this surface contamination or preventing radioactive materials from entering the food.

## *Fallout Monitoring*

USDA conducts a fallout monitoring program through field forces of the Agricultural Marketing Service, Agricultural Research Service, Forest Service, and Soil Conservation Service. This nationwide monitoring service deals with problems of radioactive fallout concerning agricultural and forest lands, water for agricultural purposes, agricultural commodities stored or harvested on farms and ranches, livestock (including poultry), meat and poultry products and agricultural commodities and products owned by CCC and USE.

Information on fallout on the farm, the Department's monitoring program, livestock and crop emergency protection programs, and training aids are available from field offices of ARS, SCS, and Forest Service.



Castro County Civil Defense Coordinator Raymond E. Wilson (right) says he naturally turned to extension agents for leadership in the civil defense educational program. Agents Charles Hotel and Mrs. Sybil G. Stringer inspect a model fallout shelter with the coordinator.

# Extension Boosts Rural Defense Interest

by JOHN E. HUTCHISON, Director of Extension, Texas

WE tried and tried to tell the civil defense story to the people of our county, but we just couldn't get the ball rolling. After the county extension agents entered the picture, we soon had a good program going in each community."

This is what one county judge in Texas (also serving as county civil defense director) says about Extension's rural defense educational work.

In Texas, Extension accepted the responsibility for conducting an educational program in rural civil defense more than 2 years ago. In carrying out this assignment, we work closely with the State Division of Defense and Disaster Relief. Our staff also cooperates with other Federal, State, and local agencies that have the responsibility for civil defense.

This rural civil defense educational program is directed toward more than 2½ million rural citizens. It has three major objectives:

Teach rural citizens how to prepare and protect themselves, their crops, and their livestock from radioactive fallout.

Prepare rural areas to receive evacuees from wartime or natural disaster areas.

Teach people how to recover and resume production of food and other essential agricultural products.

## Training Preparations

To accomplish these objectives, we recognized that State and county staff members needed training. So six specialists attended rural civil defense courses.

These six specialists serve on a committee which plans and conducts statewide training of county extension personnel. The committee also develops ideas for county use and reviews publications, films, and other training aids for county distribution.

Training meetings have been conducted in each extension district, with all extension personnel taking part. The programs covered threat of thermonuclear war, physical aspects of nuclear weapons and radioactive fallout, individual survival and family shelters, and plans for organizing and conducting county rural civil defense educational programs.

Agents conduct county rural civil defense educational programs as part of their on-going extension programs. In most counties the actual program is planned and conducted by a program building subcommittee. They maintain close liaison with local civil defense authorities.

A series of live television programs was produced jointly by Extension Service and a central Texas network. Six 30-minute programs were presented this past summer. Numerous local programs have been produced by agents and local stations. This effort has done much to stimulate both rural and urban interest.

County agents keep USDA Defense Boards informed about their rural civil defense educational programs. USDA agencies on this committee exchange information at the county level. Because of this, cooperation and understanding among agencies are high.

## Emergency Action

Texas has the unfortunate record of leading all States in the number of natural disasters. So disaster relief is emphasized in the rural civil defense effort.

Extension agents played a vital role in the recent emergency caused by Hurricane Carla. Before the storm struck, they worked with civil defense officials to develop emergency plans and to alert and evacuate people.

During the hurricane, they helped handle evacuees and operate aid stations, communication centers, and emergency kitchens. After the storm, they began the big job of helping people in stricken areas recover and salvage their homes, land, and other property.

In September, Vice President Lyndon B. Johnson, accompanied by

(See *Boosts Interest*, page 237)

# EXTENSION'S JOE

## Challenge for Rural America

by FRANK B. ELLIS, Director, Office of Emergency Planning

THE rural population of America is vital to National security. This fact is more significant today than ever before because we are living in an age of nuclear weapons capable of mass destruction and widespread radioactive fallout.

It is essential that farmers and others living in rural areas understand the nature of radioactive fallout—its effects on people, land, livestock, food crops, and other agricultural products—so that appropriate steps may be taken now to minimize the damage from such a catastrophe.

The task ahead is difficult but not hopeless nor impossible. However, it does pose an unprecedented challenge to individuals, families, organized groups, and Government. All must act quickly, calmly, and efficiently in establishing appropriate protective measures.

The Secretary of Agriculture is undertaking a comprehensive program of rural defense information and education. This is being carried to every rural county by the Cooperative Extension Service, assisted by USDA agencies. This program is designed to mobilize the talents, abilities, and resources of our total population to survive a nuclear attack and to be prepared to resume production, processing, and distribution of essential agricultural products with a minimum of disruption.

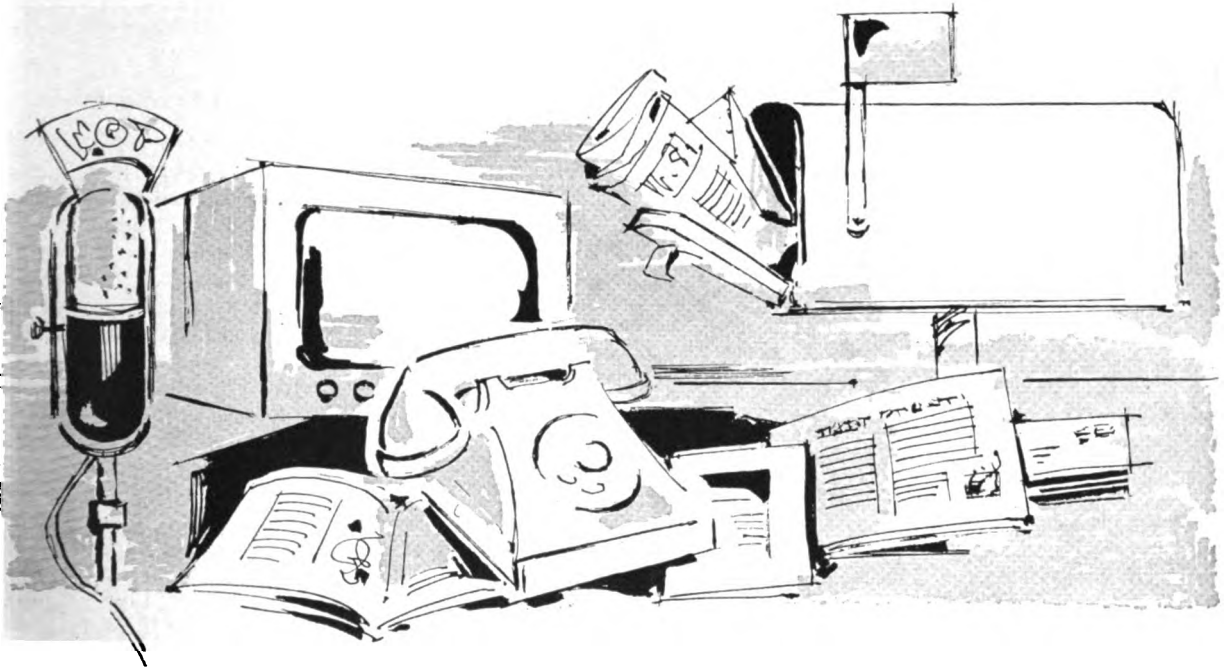
The role assigned to the Cooperative Extension Service, to provide leadership for the rural defense information and education program, is extremely important to National defense and is of vital importance to the rural population.

I urge that top priority be given to this program.

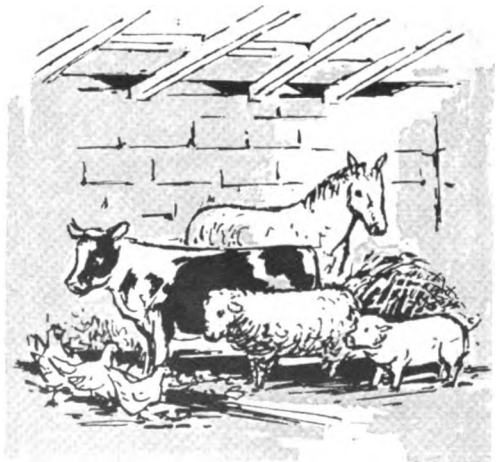


Convince rural  
th  
and their liv  
can  
nuclear

# RURAL DEFENSE



Provide facts on:  
how to survive attack  
how to recover from attack  
how to resume post-attack farm production



Motivate rural people to take action

# Spurring Interest and Action

by **DUANE DAILEY**, Assistant Editor, Missouri

**F**ALLOUT is dangerous. But there is protection from it. Missouri extension agents have been hitting home on rural defense work with this theme for more than a year. And they find that people are more receptive to this type of information than ever before.

A recent survey showed that 84 of Missouri's 114 counties had active rural defense programs. In 61 counties, training schools or a series of public meetings have been conducted for leaders.

Outstanding local interest in civil defense is shown in Atchison County, where 200 shelters have been constructed.

Twenty-five meetings, with an esti-

mated attendance of 1000, have been held in this rural county. Five more meetings are planned in the near future. The county agent estimates his office has distributed 11,000 pieces of civil defense literature.

Another example of action comes from Montgomery County, about 70 miles from St. Louis. A series of three training sessions was held for leaders. As a result, 10 leaders are building fallout shelters and are leading discussions on preparedness.

A dual-purpose shelter has been attracting the interest of Missouri rural people. It is designed to give protection not only from radioactive fallout, but also from tornadoes which occur across the State each year. The shelter was designed by the University of Missouri agricultural engineers in cooperation with the Office of Civil and Defense Mobilization (now the Office of Emergency Planning).

## Planning for Defense

The need for shelters was one of several ideas growing out of the State Rural Civil Defense Committee. This committee was developed in 1960 by the State civil defense director and State extension agents.

These State officials recognized that rural civil defense would be largely up to individuals. They also

knew that individual action could be started through local leaders. The logical way to reach these leaders was through county agents and farm organization leaders.

So the Rural CD Committee was composed of representatives of extension and farm organizations. Working members of the committee included both State officers and information workers.

## Spurring Interest

The purposes of the State group were to inform and induce. They want to inform rural families about the radiation threat and defend them and to induce them to build farm fallout shelters.

From the start, stories supporting these goals have appeared in farm organization papers and general circulation newspapers and magazines.

To get the rural defense effort working on the local level, county agents called local leaders together to discuss civil defense. State farm organizations asked their local leaders to take part in local civil defense organizations.

In a short time, County Rural Civil Defense Information Committees were formed. Extension agent farm organization representative farmers, and local civil defense directors serve on these committees.

Extension's job is to inform people about the threat and what can be done for fallout protection. As one person put it, "Our job is done when the bomb drops. If we've been successful, people will have their own shelter to get into at that time."

We have been trying to make people understand that something can be done. We point out that atomic war is possible and that rural people have a good chance of surviving. The major threat will be from fallout and fallout protection can be provided.

This is where the combination shelter fits into the picture. State committee members believed an inexpensive fallout shelter was needed. Most available plans were for shelters that would cost more than some rural farm families earn in a year.

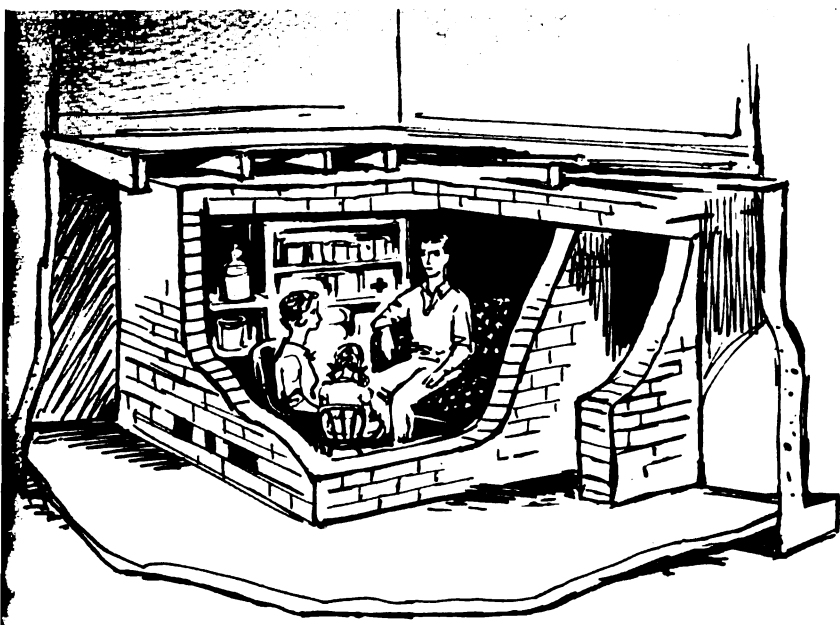
Agricultural engineers developed plans for converting food stores

(See *Spurring Action*, next page)



C. E. Stevens, agricultural engineer and head of rural defense activities for Missouri Extension, shows a scale model of the fallout-tornado shelter developed at the University.





Our rural civil defense program is now 2 years old. And we have drawn some conclusions which may be helpful in the future.

People must understand the reasons for rural civil defense before they will take action. Farmers need special encouragement to provide protection for their livestock. And women appear more interested than men in civil defense.

Awakening people to the need for planning and preparation for disaster is neither easy nor quick. Education must continue.

### SPURRING ACTION

(From page 230)

cellars into fallout shelters. The only additions necessary would be a protected entrance and more dirt over the cellar.

Plans for the shelter have been distributed through county extension offices. In addition, they have been carried in State newspapers and magazines.

Committees also are pointing out that some protection can be obtained even without a fallout shelter. "Pick the best place for fallout protection that you have available now," is the advice being given. If it isn't as good a shelter as desired, then take steps to build better protection. A basement, hay barn, even stacks of bagged feed or fertilizer can be a starting place for fallout protection.

The county extension offices have been designated centers for civil defense information. Leaflets, bulletins, filmstrips, and posters are available for local leaders. Movies can be ordered. Agents have been speaking on civil defense before rural farm groups and civic clubs.

More assistance is being planned for agents. A State committee is presently working on a civil defense notebook. Scale model bomb shelters for display, pictures of fallout shelters, information on livestock and crop protection are planned.

With interest and national concern high, Missouri is helping rural people prepare. Extension workers are offering all available information and seeking more facts to help rural people protect themselves from threatening disaster.

# A Job to be done

by JOHN W. BAKER, Gratiot County Extension Director, Michigan

RURAL civil defense education is one of the hardest selling jobs we ever had. The first step in this job is to sell yourself on its importance. Then you have the big job of overcoming apathy among others.

The first thought that goes through a person's mind may be, What's the use? There will be one big bang and it will be all over. Then you get optimistic and say we will never have another war.

We became a lot more interested in rural civil defense as we learned more about it. We were convinced that our rural population can be and must be prepared for the possibility of nuclear war.

### Defense Experiment

Two years ago, Gratiot was selected as a pilot county in rural civil defense. Our county became a test area to see how extension could help in defense education.

The entire county staff worked on this rural defense project. We held many meetings with an estimated 100 people attending one or more. The home agent worked through organized clubs and other groups. Some preparedness lessons emphasized storing food for any disaster—

flood, fire, tornado, or fallout. Food, water, shelter, first aid, home nursing, fire protection, and public warning systems were included.

Local 4-H club members examined their homes for protection possibilities and studied what could be done in event of an emergency.

On the agricultural side, we held many meetings on fallout. Shelters for families, livestock, and crops were featured.

A demonstration shelter was constructed on the courthouse lawn, equipped, and opened to the public. Setting an example for county people, the county directors of civil defense and extension built shelters in their own homes. Interest has grown so that 25 effective shelters have been completed in the county. More are under construction.

A county control shelter, once used to store potatoes, is being equipped to house 15 men for 2 weeks. Plans include complete sleeping, cooking, sanitation, office, and some recreational facilities for county officials.

Gratiot County's three industrial centers also have taken active interest. Five major industries sent management personnel to a course in emergency management in case of nuclear attack.

# What can YOU do?

by HAROLD STOVER, *Extension Agricultural Engineer, Kansas*

**W**HAT can you, an extension worker, contribute to the rural defense program? Following changes in the national civil defense program, all extension staff members will be participating actively in this vital work.

The information and education phase of rural defense is a responsibility of the Cooperative Extension Service. This assignment, recently pinpointed by the U. S. Departments of Defense and Agriculture, places the leadership for rural defense information and education in the hands of extension workers.

## *Groundwork Laid*

In Kansas, as in most States, extension personnel have been cooperating with civil defense officials and lay leaders. This groundwork gives a base for plans to provide rural people with information on how to care for themselves in an emergency and contribute to the organized rural community survival effort.

Represented on the USDA State Defense Board, Extension correlates its civil defense work with other agencies. County Defense Boards also have been formed, with each agency member responsible for specific parts of the program.

Director of Extension Harold E. Jones has appointed a committee to coordinate civil defense activities of county and State extension staff members. Committee members include an engineer, foods and nutrition specialist, retail marketing specialist, and an agronomist.

County agents have attended district meetings conducted by the State civil defense office during the past year. Agents are working closely with

county civil defense directors and committees.

Typical of county meetings are four civil defense programs planned by Pawnee County Agents E. Clifford Manry and Dorothy Neufeld. Both the county and State civil defense offices reported the programs were successful.

The first meeting, attended by a cross-section of county leaders, was a planning and organization session. Approximately 30 contributed the thinking of their groups and learned about the civil defense program.

Fallout shelters and shelter supplies was the theme for the second meeting. The national defense plan, a county shelter survey, how to construct shelters, and supplies needed in the shelter (food, clothing, equipment, and medicine) were discussed. Representatives from churches, schools, civic groups, farm organizations, and township representatives participated.

The third countywide meeting included extension council members, home demonstration unit presidents, 4-H club leaders, and farm leaders. The fallout hazard to livestock, crops, and soils was explained through films and discussion material. Rural family and community civil defense cooperation highlighted the fourth meeting.

## *Shelter Plans*

A fallout shelter designed for a rural family is under construction at Kansas State University. The shelter was designed by K-State engineers and is being built in cooperation with the Office of Emergency Planning regional office. A farm family can construct the shelter with only a

shovel, a few simple concrete working tools, a length of pipe, and their own effort.

After construction is completed family studies will be conducted on use of the shelter. Results of study on the shielding effect and effects on family living and human environment will prove valuable to extension workers in counseling families on defense plans.

## *Home Training*

More than 1,000 homemakers at the 1961 Kansas Home Demonstration Council Workshop saw models of different fallout shelters. A home preparedness exhibit with take-home literature was displayed during "home economics days."

Training in civil defense activities first aid, and home nursing has been included in home economics program in more than 80 of the 105 Kansas counties. Safety, including fire prevention, and feeding people in emergencies are other rural defense topics covered.

In carrying out the rural civil defense assignment, Kansas extension workers will have two responsibilities. We will disseminate civil defense emergency information to rural people and the food handling industry. And we will stimulate serious thinking to provide more active participation in defense emergency planning.

These objectives will be accomplished by training local leaders and by maintaining close relationships with civic organizations and mass media.

This is how Kansas extension workers are answering the opening challenge of this article, What Can You Do?

# YOUTH Stimulate Community Action

by DWIGHT M. BANNISTER, Assistant Extension Editor, Iowa

**O**PERATION Survival, a 4-H demonstration at the 1960 Iowa State Fair, helped make one Sac County 4-H club a leading arm of local civil defense efforts.

The Schallerettes is one of two 4-H clubs in western Iowa which have independently contributed to civil defense in their communities. They are operating with town people in checking every home and setting up public shelters. Both clubs have won state and national recognition for their work.

The two girls who gave the demonstration, Donna Alexander and Beth Lee, presented it later before groups adding up to more than 1,000 persons. In his past August their demonstration was filmed for television. It has been shown repeatedly on Iowa stations and may become available in other states.

The Schallerettes' demonstration deals with survival in a fallout shelter.

## ADULT TRAINING

(From page 223)

men certified by the State to teach civil defense adult education courses. Close liaison is maintained with officials of civil defense and related government and non-government agencies.

Many areas of cooperation exist for CDAEP and Extension. They are already working together in the 15 states conducting CDAE programs. When the course is given in rural areas, class members are referred to agricultural agencies and publications for further information. Extension officials serve on State and



Senior members of an Iowa 4-H club emerge from their 48-hour test of living in a simulated fallout shelter in a concrete block cave. Their experience was part of a 2-year civil defense project.

ter. The girls show a possible system of ventilation and give information on water, food storage, food preparation, sleeping accommodations, extra clothing, toilet facilities, first aid, and recreation.

The club leader reports the girls have been instrumental in rousing the interest of the mayor, council, and fire department. When they were in Sioux City for the TV filming, the girls invited the city director of civil defense to visit Schaller and talk to city officials.

Community organization for civil defense began soon after his visit. The Sioux City director has agreed

to return and train committees on their duties and functions. The 4-H girls and adult workers expect to have the town organized for civil defense within a few months.

About 80 miles south of Schaller, the Franklin Farmerettes in Cass County have been carrying on a civil defense program for 2 years.

Senior members of this club received national news notice when they spent 48 hours in an underground cement block room 8 feet by 5 feet by 6 feet to test human requirements for living in a fallout shelter.

Sharon Ostrus, Mary Ann McGovern  
(See *Youth Action*, page 234)

local advisory committees; CDAE staff members discuss the program with extension groups. Home demonstration clubs often sponsor the course.

With planned cooperative effort, much more can be accomplished. The following are a few of the many ways in which mutually helpful services can be rendered.

Agricultural extension workers might enroll in CDAE courses to acquire basic knowledge for their rural civil defense education duties.

Extension workers can encourage rural citizens to enroll in CDAE programs in their areas.

Extension and CDAEP personnel can advise each other on program development.

Extension groups can help publicize the CDAE program and sponsor classes.

Extension workers can help teach rural civil defense measures in teacher training and adult classes.

CDAE State staff members can participate in 4-H club workshops.

Extension workers can supplement CDAE classes with more specific instruction in protection of crops, animals, and buildings.

CDAE coordinators and State extension officials in the 15 participating States have been alerted to the cooperative possibilities and challenges. With vision and dedication, extension and education can work together to train rural people for survival.

# Home Demonstration Clubs TRAIN FOR SURVIVAL

by FRANCES SHOFFNER, *Sussex County Home Demonstration Agent, Delaware*

**G**RANDMA'S Pantry was the talk of the county's home demonstration clubs in 1955-56. Many homemakers went from an extension meeting on home preparedness to start collecting a 2-week supply of food staples for their families' use in an emergency.

A model pantry, prepared by the county clubs, attracted great interest at the 1956 Kent-Sussex Fair. In following years, first aid and home nursing exhibits were featured.

These are among civil defense projects for homemakers that extension has conducted since 1955. As counties like Sussex build strong rural defense programs, past experience provides a firm foundation of training in home preparedness.

The Sussex County home demonstration agent worked closely with the county civil defense agency in these and other activities. One civil defense official, Mrs. Norris Givens, currently is civil defense chairman on the county home demonstration council.

Extension classes in first aid and home nursing were organized in conjunction with the county civil defense office and the American Red Cross. A total of 122 homemakers, the largest single group ever to receive certificates, completed the standard Red Cross Home Nursing Course.

Clubs have continued to sponsor the home nursing and first aid classes in their communities. Many trainees have gone on to advanced first aid training.

Securing of air-raid sirens for community firehalls has been given great impetus by home demonstration club members. Many serve as volunteers in civil defense posts and take part in national alerts.

## *Pilot Experiment*

In 1958 Sussex was one of five counties in the country chosen for a pilot test of the home preparedness project, Survival Through Civil Defense Preparedness. All county women's organizations were invited to participate.

More than 800 home demonstration club members were given the home preparedness award kit through their civil defense chairmen. The first five club members to complete the projects received statewide recognition.

In 1959 and 1960 club civil defense chairmen presented skits, films, and talks on home preparedness. The importance of being informed on all facets of defense—against natural and manmade disaster—has been emphasized.

"Run for a hole and make like a

mole" was the advice given to club leaders this April. The disaster control officer from Dover Air Force Base discussed civil defense and what to do in case of attack.

The importance of family shelter and how to select and stock the shelter was included in this training session. Leaders took this information back to their clubs and gained 100 percent participation.

Statistics fail to reflect the increasing tempo of interest in home preparedness. Many more family shelters are being prepared in Sussex County. And people are listening to preparedness information with both ears and are taking action.

We feel that cooperation between agencies, plus interest, plus work can equal an effective program in home preparedness.

## YOUTH ACTION

*(From page 233)*

Shirley, Connie Waldau, and Sally Ball carried out the experiment. Shirley J. Stakey, Cass County extension home economist, aided the girls.

Radio, television, and newspaper picked up their story when the girls emerged from their shelter. The 4-H'ers summarized their experience for the crowd at the entrance, made recommendations, and passed out civil defense literature. Many spectators inspected the shelter.

Two of the "cave girls" developed a demonstration on cooking and types of food used in the shelter. They presented this at the county and State fairs in 1960, to county groups and on television.

Earlier in the year, the club conducted a high school assembly in connection with a nationwide CONE RAD alert. A movie on rural defense procedures also was shown.

This year the club held a workshop in which each member equipped an emergency kit for installation in the home or family car. At the 1961 Cass County Fair, club members presented a demonstration of first aid kits.

The enthusiasm of youth is a valuable extension resource in rural civil defense education. As these two clubs have shown, youth can become a leading arm of local civil defense efforts.



Air Force disaster control officer challenged Delaware home demonstration club leaders: "Is your life worth enough to make you want to survive? If it is, learn all you can and teach others." The officer and a CD official briefed leaders on what to do in case of an enemy attack.

# Woman Power

## Takes the Lead

by MRS. MARGARET EDSSEL FITCH, Home Demonstration Agent, Canadian County, Oklahoma

WOMAN power is taking the lead to get a big job done in Canadian County, Okla. The job is informing every rural family about civil defense.

The extension-sponsored program began in September 1960 when the newly-organized county program development council went into action. The program committee asked each community development committee for a list of local problems and suggestions for needed programs.

### Priority Problem

Civil defense was on every list. So the council placed civil defense first among the four countywide programs. The council started the program by attending several training meetings on civil defense. Then they talked the problem out.

Two goals for county program development were established—to reach farm organizations with information and training material on civil defense and self protection, and to lead and encourage attendance at first aid and home nursing courses every community.

Sources of material to conduct their program were innumerable. The problem seemed to be where to start. Where and how could the greatest number of people be reached?

The solution was to enlist the aid of county home demonstration club members. And we credit the initiation, coordination, and results of the program to them.

Under the leadership of the county home demonstration council civil defense chairman, civil defense committees were organized in each club. The interest and enthusiasm of club chairmen put civil defense on the calendar early. Volunteer leaders from every club met for a training session. Their dis-

cussion topic for club meetings was "survival training."

Each club member was given the home preparedness kit—a household first aid check list, fact sheets, and reference lists. Interest was stimulated by a self-administered questionnaire, How Informed Are You?

At each meeting that month county extension agents discussed defense against radioactive fallout on the farm.

The initial lesson was followed by monthly newsletters with timely suggestions. Prepared by the county civil defense chairman, the newsletters are discussed at each monthly meeting.

Topics have included: poisoning, tornadoes, water safety, use of power lawn equipment, driving safety, gun safety, and fire safety.

Each club member also received a sample of multi-purpose food and suggestions on its use during an emergency.

Clubs have expanded their local civil defense efforts by sponsoring and organizing first aid and civil defense classes in community centers. Three clubs supervised blood typing drives for school children and family members. Identification tags were provided, too.

All clubs are working toward a goal of a transistor radio, flashlight, extra batteries, first aid kit, and fire extinguisher in every home.

### Sets an Example

Mrs. Dick Ball, civil defense chairman for the Mayfair home demonstration club, is setting an example for the other club members. She adds to her home emergency preparations daily.

The Ball's are converting and equipping an old storm cellar for emergency shelter. A 2-week supply



Mrs. Dick Ball packs an old suitcase with supplies for emergency use according to the recommended civil defense first aid list. This Oklahoma homemaker is a leader of civil defense activities in her county.

of canned, packaged, and airtight boxed food is on hand. A change of clothing for each child is kept nearby. A suitcase is packed with medical and cosmetic supplies. A transistor radio, flashlight, and extra batteries are stored with it.

Home demonstration club members are assuming leadership in other organizations, too. For example, Mrs. John Pavy is chairman of a newly organized county women's council for civil defense.

Under her leadership, home demonstration women are studying local needs with members of other groups. Topics include shelter, first aid, emergency care of sick and injured, food and water supply for shelter, communications, transportation, food supply after fallout, fire, morgue and identification, nursery operations, and mass feeding.

Home demonstration and other women's groups have responded freely to the call for service in the civil defense program. Responsibility has been divided so each woman can serve according to her time and experience.

The county program planning council interested other groups in the program, too. Vocational agriculture and home economics teachers were supplied information, program, and source material. Farm groups and lodges were given similar materials.

The program is just beginning to be effective. But the impact of woman power is being felt in the county's rural defense efforts.

# Homemakers Spark Interest in civil defense

by **MARTHA BURDINE**, *Martin County Home Demonstration Agent, Florida*

**M**ARTIN County boasts a wide-awake civil defense program today. And county homemakers like to feel they helped spark the interest that accounts for this preparedness program.

Home demonstration council members first became aware of what the county was doing, or not doing, in 1958. They became concerned that little defense preparation was being made.

During the State Home Demonstration Council meeting that year, other councils reported what they were doing in civil defense. Club members in 14 counties had completed courses in home protection.

Several clubs and councils had set up emergency food exhibits at fairs, achievement days, and during National Home Demonstration Week.

Martin County started work immediately. The council first appointed a civil defense chairman. They invited the county civil defense director to suggest what home demonstration club members might do to promote civil defense.

The director first recommended a course on hospital care soon to begin in another county. Several members attended.

Later the CD director reported on a home preparedness course developed by the civil defense corps in

Dade County. The council agreed sponsor a similar one.

This first course on personal a family survival included four 2-hr sessions. It was attended by home demonstration club members, the husbands, and others who learn about it in the newspaper or on radio.

The council was responsible for publicity and meeting room arrangements. Instructors were secured for the civil defense training officer.

The programs included explanations of the Martin County civil defense program, warning signals and what to do when they sound, the phenomena of atomic energy, safe food and water supplies, emergency action to save lives, home fire prevention, and fire fighting. A film on civil defense in action was also shown.

Since this beginning, other clubs and groups have helped alert the public to the need for civil defense education.

(See *Homemakers Spark*, page 23)

## DEFENSE DUTIES

(From page 220)

fuel, and manpower to carry out USDA responsibilities.

USDA County Defense Boards have been established, including representatives of Extension, FHA, SCS, and ASCS. Where possible, ARS and FS representatives also serve on the Boards. Representatives of AMS frequently serve on the Defense Boards in metropolitan areas.

Under emergency conditions, the USDA County Defense Board chairman would direct USDA programs in his county (except national forests, ASCS commodity offices, research laboratories and stations, and area food distribution offices) if communications with the USDA State administrator are cut off. Otherwise, the Board would carry out its responsibility under direction of the State administrator.

In addition to directing and coordinating USDA county programs, the Board would maintain liaison with local government and other groups, coordinate and summarize evaluation

of attack effects, and develop and present to appropriate local offices requirements for transportation, fuels, and manpower.

### Central Services

Planning and carrying out functions relating to effects of attack on the U. S.; food requirements and supply analysis; and development of requirements for transportation, fuels, equipment, manpower, and other requisites affect many program areas. So, planning for these services is coordinated by Defense Board chairmen. In an emergency, the USDA State administrator and the County Agriculture Defense Board would direct these functions, with the assistance of agency representatives.

*Assessment of attack effects*—In the planning stage, contacts are established through which attack information would be received. Techniques are developed for applying information and preparing damage reports. In the post-attack period, attack data would be applied to various resources and the results

summarized for use in program development.

*Food requirements and supply analysis*—In the planning period, available food resources and facilities are studied. Channels are developed through which emergency food requirements estimates can be obtained. Following attack, estimates of available food would be compared with estimates of requirements to determine possible deficits or surplus.

*Non-food requisites*—Food production, processing, storage and distribution, and other agricultural programs depend on fuels, power, chemicals, transportation, water, and manpower. In the planning period, data are assembled for use in estimating requirements under emergency conditions. Channels are developed through which estimated requirements can be presented to authorities in control of supplies.

The above summarizes how USDA is organizing to meet food and other agricultural needs of our Nation at a time of emergency. Through built-in readiness, USDA agencies are preparing to fill their civil and defense mobilization functions.



In Kent, Me., Junior Chamber of Commerce members and their wives played the role of evacuees in a mass feeding training program. The 5-woman feeding team served a complete meal—chop suey, tossed salad, bread and butter, canned peaches, cookies, and coffee.

## Prepared to Feed the Masses

by GENE WEST, Nutrition Specialist, Maine

DISASTERS—fire, flood, storm, or war—often leave thousands homeless. These people need clothing, shelter, and perhaps medical care. And one of their foremost needs is food.

Are local areas able to feed great numbers of their people in the event of a disaster? In Maine, the answer is yes.

More than 400 mass feeding teams are ready to be called any hour of any day in case of local or national disaster. These teams, at the call of home demonstration agents or civil defense directors, are prepared to feed large groups in churches, schools, or community halls.

### Responsibility Designated

In 1951, Maine civil defense authorities asked the Maine Extension Service for help in a mass feeding program. They felt that extension service plus the local women's groups to carry out this program. This was the beginning of a full-time cooperative program between civil defense and Extension.

The nutrition specialist is responsible for subject matter development and training of both agents and

leaders. She attends State civil defense staff meetings and actively participates in all alerts.

The home demonstration agent leader, Constance Cooper, is responsible for organization details. She, too, actively participates in State alerts and attends CD staff meetings.

Each home demonstration agent is designated chief of mass feeding for her county. This involves taking part in county CD staff meetings and all alerts.

The teams of local women are a key part of this program. Each organized group or club is asked to have one or more feeding teams of 5 women each. These teams are responsible for preparation, serving, and cleanup of meals, regardless of the number served.

Two practices emphasized during training may be the most important part of the training program. These are the efficient, sanitary methods of serving and cleaning up.

Serving is done cafeteria style, with food and dishes handled only by the feeding team until the patron takes it. After eating, the patron takes his dishes and silverware to a cleanup table.

Feeding team members have no

contact with the dishes or waste until they are ready to wash and sterilize the dishes. Household equipment is used for boiling and sterilization of all dishes for maximum safety.

During fires and floods, feeding teams have proved their worth by feeding workers and evacuees. For example, in York County both fire and flood have given cause for teams to be called out and used around the clock. When it is necessary to work around the clock, six teams work in 4-hour shifts.

Teams must remember that in both fire and flood, food must be taken to the worker. But evacuees will need food in centers where they are temporarily housed. In either case, hot, nourishing, and easily managed food is in order.

Staying prepared is another part of this program. Practice sessions keep teams on their toes. It is recommended that each team serve meals, emergency feeding style, three times a year to keep in trim.

These teams may feed their own group members. However, many choose to involve other organizations. In addition to brushing up on skills, practice sessions make more people aware of the program.

Each year home agents offer training for leaders of the teams within their county. This enables new teams to train and veteran teams to receive regular refresher courses.

We are keeping prepared to feed our people in any emergency.

### BOOSTS INTEREST

(From page 227)

Other Federal officials and Governor Price Daniel, toured areas damaged by Carla. The State Director of Extension and Civil Defense Coordinator James F. Garner were in the group. Governor Daniel paid special tribute to county extension agents for their significant contribution during this emergency.

Extension has accepted the challenge to help their rural citizens recognize the threat of thermonuclear war and natural disasters. People need and want more facts. When they are given useful information, they will put it to work for the good of their families, their communities, and their Nation.

# Persuade Them to Prepare

by MILDRED HABERLY, *State Home Demonstration Leader,*  
and ARCHIE R. HARNEY, *Editor, Idaho*

**P**UBLIC apathy, defeatism, and overconfidence have been reflected in the slow progress of civil defense programs. But world news, stepped up publicity, and determined local people are helping America prepare.

Idaho's efforts are paying off. The process of educating the public to its responsibilities in case of atomic warfare or other disaster is gaining momentum.

## Early Activities

In 1956, home demonstration council members were urged to study ways of protecting their families and communities in case of emergency. Early in the program, homemakers joined the Ground Observer Corps.

The next year, when Grandma's Pantry became a popular part of civil defense, the HD council's civil defense chairman distributed information on the 7-day emergency shelf recommended at that time. Franklin County redistributed the material to 1,500 families. Other counties followed suit.

Bannock County home demonstration leaders attended a meeting on preparing a family to meet an emergency. They followed up by taking the program to more than 800 homemakers.

Seventy-five leaders distributed about 10,000 bulletins on civil defense to county families. Medical care in disaster, radioactive fallout, sanitation, water supply, Red Cross aid, and communications were discussed by community leaders on a panel moderated by the county CD director.

Representatives from Ada and Canyon Counties served on councils for county defense and disasters.

Councils stressed Red Cross home nursing classes wherever they could hold them in 1958. The effects of fallout were studied the following year and families were persuaded to read and understand, "Six Steps to Survival" and "Facts About Fallout."

New emphasis was placed on protection, defense, and shelters. Under the guidance of Mrs. Howard Hechtner, 1959 civil defense chairman of the State council, civil defense became family defense.

According to Mrs. Hechtner, "Family defense means family survival which means the survival of your family, county, State, and Nation. As a homemaker you are interested in the welfare of your family. It is up to the women of this Nation to learn that our family defense is like an old friend, ready to serve when needed."

Between You and Disaster, a special study for clubs, was prepared by the State extension office. It was intended to make Idaho homemakers aware of the importance of being prepared for an emergency, to show the recommended supply of food, and to explain care and rotation of a 2-week emergency supply. What foods, how to keep and prepare them, water supplies, heat, and advance preparation of quarters were covered.

Counties have carried on such projects as: forest ranger talks on survival in woods, buying small whistles for rural community, cooperation with the county purchased ship-to-shore whistle alert, first aid classes for school children and school bus drivers, air-raid drills for school children, disaster kit exhibits, and assisting organized warden systems. They also had defense project exhibits on emergency lighting, bomb shelters, and family defense lessons.

## Broadened Contacts

By 1960 interest in the defense program had reached community stage in many areas. Clubs produced skits for themselves and public showing.

Booths and displays at county and district fairs helped further interest. Nine Bonner County clubs built fair booths on defense against fallout following countywide training.

At the annual State HD council meeting, Mrs. Mary Clabey, regional director of women's activities, held a seminar for county defense chairmen. Each county outlined its plan for cooperating in the National and State programs.

For example the Clearwater County agents and HD council trained club leaders in home preparedness. In turn, at least one club leader passed the training along to her club and other women's groups.

This year clubs toured model shelters in Ada, Nez Perce, and Twin Falls Counties to bring back plans and ideas to homemakers. Twin Falls set an example for the State as promoted and helped organize basic standard and advanced first aid classes. Each county council chairman and home agent was urged to attend a home preparedness workshop.

Many problems still need attention. Our goal is to educate, to persuade as many families as possible to prepare for disaster, to show them how they can be ready for war or other emergency.

## HOMEMAKERS SPARK

(From page 236)

Business women have been encouraged to take advantage of local civil defense courses.

A special civil defense program was presented in 1959 at a Business and Professional Women's Club meeting. Highlight of this program was a home preparedness skit, Family Planning.

Following the home preparedness course, the home demonstration council prepared an exhibit on emergency 2-week food supply for one person. This exhibit was displayed at the State council meeting in 1959 and at the Martin County Fair in 1960.

A permanent home preparedness exhibit has been planned for the recently completed Agricultural Center.

Home demonstration club members now are taking civil defense information to others through community organizations. In this way, they are helping to spread this vital information.



**NEWS**

**and**

**VIEWS**

## Arizona Plans Winter School

The University of Arizona announces the first Western Regional Extension Winter School to be held in Tucson during February 1962. The school, open to all extension workers, is scheduled to be in session from February 5 to 23. Students are encouraged to register before January 1. February 5 is the deadline. Five courses, each carrying two semester credits at the graduate level, have been planned. Two courses are considered a maximum study load.

Courses proposed in a preliminary announcement include:

- Agricultural Policy
- 4-H Leadership Development
- Principles of Teaching in Informal Education
- Use of Groups in Community Development Programs
- Psychological Aspects of Communication in Groups

Horace A. Moses grants will be available for eligible persons enrolling in the 4-H Leadership Development course.

For more information write to Howard E. Ray, Acting Director, Regional Winter School, Agricultural Extension Service, University of Arizona, Tucson, Ariz.

## Georgia Offers Winter Classes

For the third year the University of Georgia has scheduled a Winter Session for Extension Workers.

The advanced study classes will be held from February 14 to March 6 in Athens, Ga.

Students may choose two of the six courses offered. Five quarter hours of graduate credit can be earned.

Courses offered and the instructors are:

Public Relations in Extension Work—S. G. Chandler, Georgia

Principles and Procedures in the Development of 4-H Club Work—Emmie Nelson, National 4-H Service Committee

Operations and Administration in Extension—Starley Hunter, Federal Extension Service

Family Problems in Financial Management—J. J. Lancaster, Georgia

Effective Use of Information Media in Extension Work—Fred P. Frutchey, Federal Extension Service

Communication in Extension Work—R. D. Stephens, Georgia

Horace A. Moses grants will be available.

For more information write to S. G. Chandler, Chairman Extension Training, Agricultural Extension Service, College of Agriculture, University of Georgia, Athens, Ga.



The four Nebraska 4-H'ers, Marlene Ratzlaff, and Connie Carlene, and Judy Kenelhut (left to right) tested life in a fallout shelter. According to the State Civil Defense Director, this is the first time a survival test had been tried by civilians in Nebraska. The girls spent 34 hours in a storm cellar armed with escape tools, battery-operated radio, and food supplies. The girls' supplies included a large quantity of ground corn cobs filled the stairway opening as protection against fallout infiltration.

## 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 2177 Single-Phase Electric Motors—For Farm Use—New (Replaces F 1858)

G 76 Growing Ornamental Bamboo—New

America's Greatest  
Success Story  
The Story of AGRICULTURE

# EATING HIGH on the HOG

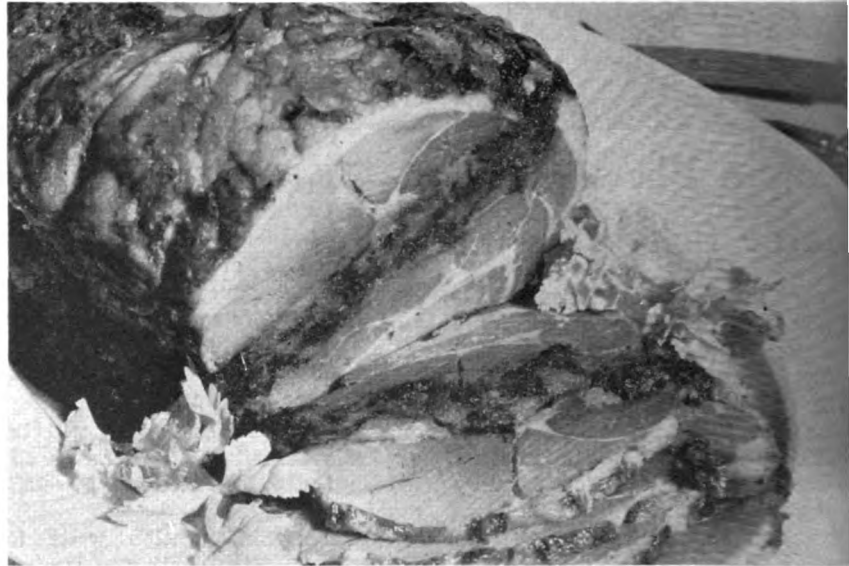
**E**ATING "high on the hog" is an old expression meaning good living. In the days when farm families depended on home-grown meat supplies, they looked forward to hog-killing time. Fresh pork chops and loin roasts from the upper part of the hog provided a welcome change from salt pork.

Consumers today can eat "high on the hog" all year-round. And as far as pork is concerned, this good eating isn't just confined to the upper part of the hog. Modern housewives are discovering that economical buys among the so-called "lesser" cuts of pork are as delicious and nutritious as those high on the hog.

## *High Food Value*

Pork now contains less fat than a few years ago, thanks to the development of the meat-type hog. This lower fat content means fewer calories, researchers report, but pork today has more protein than ever before.

Pork is also one of the richest food sources of thiamine, essential to healthy nerves. And pork liver outranks all foods as a source of iron,



which builds and maintains healthy blood.

Versatility is another earmark of pork. Meal planners have a wide selection of luncheon meats, sausage, and variety cuts, as well as fresh or cured pork. Its versatility, nutritive value, compatibility with other foods, variety, and abundance make pork fit any meal picture—breakfast, lunch, supper, special occasion, outdoor cookout, or snack.

And pork is a good buy, too. In terms of real costs—the number of hours we have to work to pay for our food needs—pork is more economical than ever.

In 1947-49, the average factory worker in this country could buy 2.2 pounds of pork cuts with the wages from one hour's work. Now, the factory worker's hourly wage will buy 3.6 pounds of pork cuts.

The real cost of bacon, one of our most popular pork cuts, also illustrates this trend to better food buys. In 1929, a worker could buy only 1.3 pounds of bacon with an hour's wages; in 1939, 2 pounds. But in 1960, an hour's wages would buy 3.5 pounds of bacon.

Housewives recognize the many advantages of pork, too, as shown by the amount consumed. Despite increasing competition from other varieties of meat, per capita consumption of pork remains fairly constant at about 65 pounds per year.

The modern meat-type hog was developed to meet consumer demand for leaner meat. It is the result of scientific selection for maximum lean meat and a minimum of waste fat.

More efficient processing, transporting, and merchandising continually improve the quality, appearance, and flavor of pork. They all add up to a more abundant and uniform supply of high quality pork at reasonable prices.

Today's consumers can "eat high on the hog" all the time.

Are you telling America's greatest success story—the story of agriculture—to nonfarm groups in your area? This is No. 7 in a series of articles to give you ideas for talks, news articles, radio and TV programs, and exhibits.

*32:12*

# EXTENSION SERVICE *Review*

DECEMBER 1961



**Hurricane Carla  
Disaster and Victory**

**Short Courses Link Bankers  
to Extension Work**

**Putting Soil Surveys to Use**





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 guidepost, new routes, and to for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agencies 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 home and community a better place to live.*

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**EAR TO THE GROUND**

This final issue of 1961 marks my finale as editor of the Review. Next month a new editor, Walt Lloyd, takes over this desk and I move down the hall to another job.

Your new editor brings a wealth of experience to the job. Walt has been on the FES information staff since 1942 and previously worked 8 years in USDA field offices. Let him hear from you occasionally. I know he will appreciate your ideas on how to bring you a more useful magazine.

One of my last duties as editor was taking part in a meeting to plan issues for 1962 and 1963. This meeting was typical of the kind of cooperation I've received as editor. Assistant Administrator E. W. Aiton and FES division directors took time from their busy schedules to help us plan future special issues.

In the last 4 years, I've found everyone in Extension—in county, State, and Federal offices—willing to lend a hand. This kind of cooperation made my job easier.

My visits to county and State offices were infrequent because of monthly deadlines to meet. But I think I learned more about Extension—the problems an agent faces as well as the satisfaction he gains

from his work—just riding down road visiting with a county agent. I learned the kind of information we were looking for—the kind we could bring you in the Review.

I read recently about an editor of a national newsletter who was asked how he accounted for his newsletter's popularity. He said they always had some person on the staff who knew absolutely nothing about each subject being reported. If this person understands the item as written, it passes the test and is published.

This is how I've tried to do my job on the Review. I've looked at each issue and each article as if I knew nothing about the subject. If I couldn't understand it, I figured it would be easy for you folks in the field who have a lot more extension know-how background than I have.

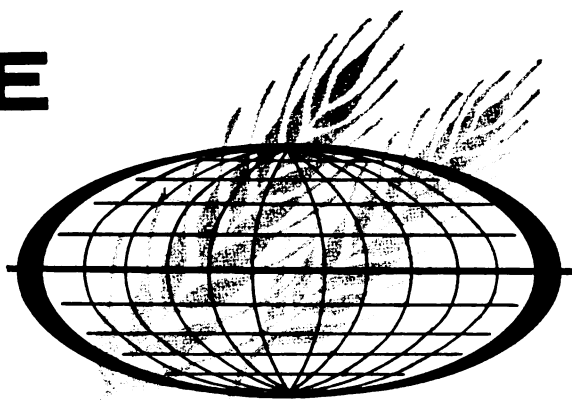
In my new job, I'll be doing what I've been engaged in part-time for the last year and a half. My new duty will be helping extension workers make effective use of direct mail—circular letters, newsletters and other messages aimed at a specific audience. I'm excited about the possibilities in this area and looking forward to working with you.—EHR

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# AGRICULTURE TODAY and TOMORROW



by ORVILLE L. FREEMAN, *Secretary of Agriculture*

WHAT goals do we seek for American agriculture today and tomorrow? How far have we progressed toward achieving these goals?

What are some of the problems and difficulties that confront agriculture more critically today than ever before? What are some of the approaches necessary to solve these problems and meet these difficulties?

## *Meeting Basic Needs*

One fundamental goal of all agricultural effort throughout history has been the production of primary goods to meet basic human needs. And as societies advance and farm productivity increases, a base is provided for industrial growth. In approaching this goal—providing food and fiber to meet human needs and a base upon which to base economic growth—American agriculture is a tremendous success.

We have gone a long way toward producing abundantly enough to meet the needs of the people for the products of our farms. We have not been as successful in distributing these products to all who need them. But we are making progress.

The tremendous productive success of agriculture in the United States is a major factor in our high level of living and in our industrial development. But its economic rewards today accrue chiefly to the general public—to the consumer who gets more and better food, at less cost, than anywhere else in the world at any other time in history. Abundant productivity is not enough, unless those who produce

that abundance receive a fair reward for the capital, labor, and managerial effort they invest. In this respect, we fall so far short of our goal that average per capita farm income is less than half that of the nonfarm population.

The paradox is that to a large extent our very success in reaching for the goal of abundant productivity contributes to our failure to reach the goal of adequate farm income.

To achieve this goal, an overall national agricultural policy or program must be directed toward adequate incomes for farmers and based upon a clear recognition of the implications of an economy of abundance. This is a major challenge that American agriculture and the American public must face.

## *Resources for the Future*

Another goal of utmost importance is concern for resources in both the immediate and distant future. We must assure adequate soil and water resources for coming generations. And we must consider how to meet future needs for recreation and enhance the values of rural life.

The above are three broad goals for American agriculture today and tomorrow. Maximum progress toward these goals can be attained only if we consider them in light of the tremendous changes inherent in the scientific and technological revolution of today, with its implications of an economy of abundance and of an interdependent world.

In this context, American agriculture faces a great challenge.

The challenge is whether we can

utilize our abundant farm productivity and insure farmers the opportunity to earn a fair reward, without exploiting either the taxpayer or the consumer. At the same time, we must maintain the values of our American owner-operated family farm and conserve our natural and human resources.

Research and education have taught the American farmer how to produce abundantly. They have not yet shown us how to manage that abundance in the best interests of all.

Science has shown us that we can produce more abundantly than we can consume. But social science has not yet shown us how to engineer this efficient productivity to benefit the producer.

Technological advance has decreed that a constantly dwindling number of farmers, on fewer acres, can continue to increase total production. But we have not yet determined how to make the best use of those excess acres. Nor have we developed programs for maximum benefit of the human beings whose labor is no longer needed by efficient agriculture.

## *Educational Challenge*

We can and must find the answers to these questions—without delay. We can do it by devoting to these problems the same kind of talent, ability, study, and research that we have given to problems of increased production.

This presents a major challenge to our Land-Grant Colleges, to our Experiment Stations, to our Extension Service, and to the Department of *(See Goals for Agriculture, page 252)*

# On Guard Against A Constant Threat

by FRANK A. TODD, Assistant to the Administrator for  
Emergency Programs, Agricultural Research Service, USDA

**G**UNS and butter will win the war. This familiar statement points up the strategic importance of food during wartime. Food production in wartime has a priority rivaling arms and ammunition.

In peacetime, too, maintenance of high levels of food production is vital to the Nation's strength and security. Agriculture has always been our most basic industry.

And in war or peace, agriculture is faced with a constant threat. The possibility exists that our food production can be curtailed or destroyed by foreign diseases and pests—introduced by accident or by design.

## Types of Entry

Army officials have warned that biological warfare—destroying food and fiber at the source through diseases and parasites—is a real threat. It could play a decisive role in a war not decided with pushbutton speed.

Biological warfare employs disease agents, insects, and parasites to weaken or destroy humans, livestock, crops, or food supplies. It can come from within a country's borders or be launched from without.

Sabotage through deliberate use of a livestock or crop disease or pest can be devastating. Spores of a grain rust, for example, could be released on the winds and spread rapidly over a wide area. A virus released in a stockyard, a large feeding center, or other livestock assembly area would spread fast and far.

A constant threat to our agriculture is the possibility of a highly contagious disease or destructive pest slipping past our border inspectors. Occasionally one of these gains entry accidentally, despite our precautions, or an established pest breaks out with new vigor.

Foot and mouth disease gained entrance to this country six times be-

tween 1902 and 1929. It was eradicated each time but took the lives of over 325,000 domestic animals and 22,000 deer.

A chafer beetle was found recently at Idlewild International Airport, New York, having gained entry in a plane from France. This is a major pest in Europe, attacking over 60 different fruits, vegetables, and field crops. This incident illustrates the constant hazard from accidental introduction of insects or diseases.

Witchweed is another serious concern. If it became widespread in this country, it would destroy more corn than the European corn borer.

Fortunately, we have the machinery to cope with these threats, in peace or war. A vast network of Federal, State, and local agencies is built into our protection system. Special arrangements exist for dealing promptly with serious outbreaks.

## Protection System

Our protection system is centered in the U. S. Department of Agriculture and involves Federal-State-local cooperation. The Department provides centralized national protection against diseases and pests through six divisions with headquarters in Washington.

Assistance is given by the Armed Forces, Bureau of Customs, Public Health Service, and many industry groups such as shippers, cargo forwarders, longshoremen, and treating-plant operators.

All farmers and those who work with farmers or deal with their products have vital duties in the plan. Each should understand how he fits into the protection pattern and what to do in case of emergency.

The key to the defense against animal-disease outbreaks is an organization in each State for keeping informed and administering controls

when an animal-disease emergency arises. This is a cooperative State-Federal organization headed by the Federal veterinarian in charge at the State veterinarian. All reports of animal-disease outbreaks should be reported promptly to the Federal veterinarian in charge or the State Veterinarian.

Responsibility for curbing plant diseases and pests rests with the Plant Pest Control Division of Agricultural Research Service, USDA. These programs are administered cooperatively with States, other government agencies, and some with the governments of Canada and Mexico.

The organizations and plans for dealing with disease and pest emergencies in peacetime have been integrated into the plan for national defense. ARS is represented on the USDA State Defense Boards and some USDA County Defense Boards.

The ARS representative on the boards makes certain that plans are available to carry out wartime control activities. He is prepared to obtain support materials and services needed to carry on control measures in the event of emergency.

County agents and other members of the USDA County Defense Boards should report promptly any serious or unfamiliar outbreaks of diseases or pests. They also need to keep farmers alerted to on-the-farm practices which will prevent or minimize disease and pest problems of livestock and crops.

## New Publication

Further information on how extension workers can help cope with these threats will be contained in an ARS Special Report to be issued shortly for use by county agricultural agents.

This report, *A Leaders' Guide to Agriculture's Defense against Biological Warfare and Other Outbreaks*, describes the nature of the problem and gives details on the reporting and protection system. One of the main recommendations is that extension workers urge farmers to report to county agents quickly any unusual crop or livestock disease or pest. County agents can check and, if needed, get the information to the proper specialists for identification and needed action.

# Hurricane Carla: Disaster and Victory

by A. B. KENNERLY, Assistant Extension Editor, Texas

FEW persons were interested when we first began talking civil defense back in 1960," says Lee A. Wilson, Jackson County agricultural agent. "Some insisted they would rather not live through an atomic attack. But such resistance to living melted away when Hurricane Carla hit."

Hurricane Carla struck the Texas coast south of Jackson County. It moved inland between Edna and Victoria behind the greatest mass movement of people ever evacuated in a natural disaster. A staggering total of 500,000 men, women, and children escaped from the areas of extreme peril to places of safety.

## Defense Test Run

Carla furnished the need for an agent and extensive dry run, if 20 inches of rainfall could be called dry, for civil defense organizations. Like any other counties over the Nation, all defense in Jackson County was untested, paper organization. That this county learned and what is doing now to strengthen its organization is an amazing story.

"Our county was the scene of both shelter for families fleeing the storm and an area suffering disaster," Wilson explained. "Winds reached as high as 150 miles an hour and battered us from Sunday morning until Tuesday.

A break-down in communications proved to be the most severe block in civil defense operations," Wilson observed. "Telephone service began breaking by Sunday noon. By night, not a telephone was in operation. A good communications system, learned, must be built around battery radios and generators."

As the storm worsened, more resources were brought into service. RACES, a temporary amateur radio service, provided unexpected relief to

the county sheriff's network and to the radio network of the Texas Department of Public Safety.

Because the storm was slow in moving up the Gulf, there was plenty of time to alert the public. Civil Defense Coordinator William F. Dewey, working under the direction of County Judge William H. Hamblen, dispatched news on Saturday to radio stations in nearby Victoria, El Campo, and Houston.

These radio stations were later sent messages through the RACES network to be relayed back to Jackson County families who had battery radios.

"Many people still hold an image of county agents as walking sources of information on farming," Wilson says. "But during a disaster, they turn to him for help in his new role of organizing resources to assist people with their problems. Because our office has contacts with so many resources on county, State, and National levels, we were able to unite these for a common purpose."

When fallen trees obstructed traffic on roads, Wilson knew oil company people who had winch trucks. These trucks quickly removed the obstructions. When a helicopter flew in to assist following the storm, Wilson directed the crew to isolated farm families cut off by floods. He knew of bedridden persons and sent medical aid.

Extension agents in other counties were equally alert to needs of the people. The county and home demonstration agents in Hardin County



Hurricane Carla, causing millions of dollars of property damage in Texas, gave extension workers an opportunity to test their civil defense plans in actual operation during this disaster.

were on duty in their offices around the clock, helping welfare officers care for 2,000 refugees.

County Agent Rayford Kay of Matagorda County reported damage to 90 percent of the homes and barns in a 10-mile strip along the coast, with 50 percent totally destroyed. Crops were destroyed and thousands of head of livestock lost.

Extension agents in counties on the edge of the storm assisted in caring for refugees who had left the coast in bumper-to-bumper caravans. They helped register the families and provide food and shelter.

## Ready for Rehabilitation

While gales of wind measuring up to 60 miles an hour were lashing at College Station headquarters, extension specialists were preparing mimeographed releases telling families along the coast how to rehabilitate their farms and homes.

Snakes by the thousands were reported to be climbing into cars and other shelters. One of the first releases sent to agents concerned ways to avoid harm from snakes. Other releases going in the same mails were helps on reclaiming thawed foods, caring for clothing, reclaiming home furnishings, rebuilding barns and fences, and controlling mosquitoes and insects in the flooded country.

Joseph P. Flannery, Federal Extension Service, wired Texas Editor Tad Moses that bulletins were available which would be helpful to the stricken. (See *Hurricane Carla*, page 252)

# Learning to Understand Research

by C. E. SCARSBROOK, Professor and Soil Chemist, Auburn University, Alabama

To sell a product you need to know the product.

Because one job of extension personnel is to "sell" the benefits of agricultural research, Auburn University started a course to help extension workers understand the scientific research process. This course, *The Philosophy and Interpretation of Agricultural Research*, is a required part of a program leading to the Master of Agriculture degree.

The graduate program was initiated by extension workers through the county agents association. Agents were convinced they needed a program to keep up with changes in technical agriculture, social science, and communication techniques. This led to establishment of the graduate program in June 1958.

## Area Classes

Courses are taught at five locations to minimize travel for county personnel. Four-hour evening classes are held once a week. Three quarter-hours of credit are given for successful completion of each course.

The language in the research course is usually limited to what is familiar to students. Some definitions of new terminology are required but, when possible, we substitute descriptions and examples.

The course introduction describes some historical changes in philosophies of science, scientific activities, personal qualities required of scientists, and differences between scientific and other research.

Students are usually aware of the importance of both basic and applied

research. However, we explain why advanced science could not exist without technical language and that the language of science is mathematics.

## Simplified Approach

We express the scientific method in a four-step outline—Observation, Hypothesis, Experimentation, Interpretation. The outline makes it simple and easy for students to "walk" through the reasoning and operations in experimental research.

*Observation.* The meaning of observation, as used in the scientific method, is explained. Included are the scientist's recognition of the problem and experiences in areas related to the problem.

*Hypothesis.* The hypothesis is presented as the idea for the research. It asks a question or questions that the experiment is designed to answer. We emphasize the importance of this step.

*Experimentation.* General characteristics of laboratory and field experimentation are described. Examples illustrate the principles that determine whether a project should begin in the laboratory and progress to the field or vice versa.

Discussion of sampling takes up a major part of the course. Students may not be aware that the experimenter nearly always works with a sample. Here the first insight into possible errors in experimentation is observed.

Some of the most widely used experimental designs are illustrated. This serves two main purposes: to show that the arrangement of treatments is important in determining the information that can be obtained, and to demonstrate the use of the principles of randomization and replication.

Apparently the ease with which most students learn to appreciate the importance of error terms, the means of increasing precision, and the control of bias are directly related to the time previously spent on the principles of sampling.

*Interpretation of data.* A short session is given on the concepts of scientific proof. Many students are not aware that science advances by correcting errors in what was pre-

viously proved. This leads into discussion of the use of probability interpreting data.

Utilization of statistical values illustrated by applications of standard deviation, significant differences, and correlation coefficients. Few mathematical calculations required. Statistical measurements and sampling require more time understood than any other subject covered.

## Student Reactions

Several suggestions from students have been incorporated in the subject matter. For instance, one student traced the work of an actual research project from its conception through publication. This ties in one bundle the philosophy and mechanics of a specific research problem.

Individuals come into the classroom knowing from experience that they need to understand the scientific research process. This generates intense interest in the classroom.

An initial task was to learn how much students knew about the subject matter of the course. This was determined through written problems at the beginning of each class involving principles not previously covered.

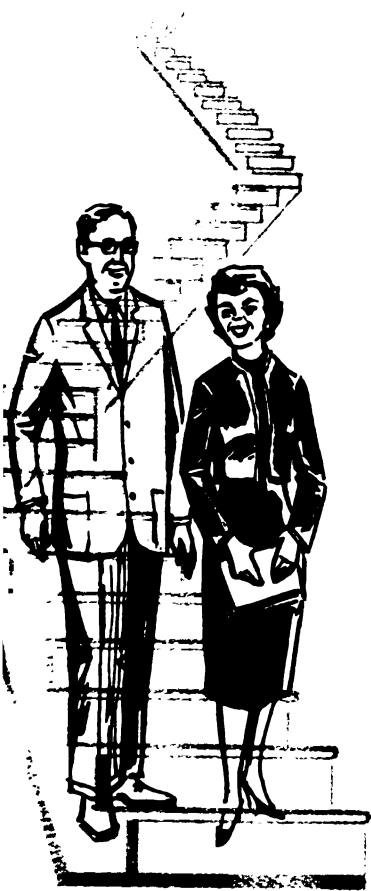
The written problems also made students aware of the questions concerning an unfamiliar principle. When the concepts involved in the problems were discussed later, most students recognized them as part of the previous written work. This apparently helped them retain the principles.

## Understanding Results

It is too early to measure the results of the subject matter on the extension program. Extension workers sometimes ask researchers what a certain probability level would select or similar questions not asked in the past. We are sure the course has brought better understanding between research and extension.

The enthusiasm and interest of students in this course leads to the statement, "They help you teach. What teacher could ask for more





## EARLY TRAINING HELPS SUPERVISORS TO SUCCESS

**DR. MARDEN BROADBENT, Dis-  
Extension Director, Utah**

*Author's Note: The following is the  
in a series of articles on exten-  
supervision by Dr. Broadbent and  
Kotter.*

MODERN professional extension  
workers face greater require-  
ments for training and proficiency  
than their predecessors.

Modern extension program emphasis has  
shifted in marketing, conserva-  
tion and public affairs. An increas-  
ing and mobile population, greater  
demographic changes, and increased  
interests in research are being ex-  
panded.

Urban Areas Development, Farm

and Home Development, community  
development, program projection, and  
other activities require greater vi-  
sion, planning, and competency.  
Communications and transportation  
facilities have expanded and im-  
proved.

The educational level of the masses  
has increased. Technical informa-  
tion, research results, and know-how  
are widely distributed.

### *Supervisor's Role*

Extension has expanded in size,  
responsibility, and performance. Its  
relationships are far flung, intricate,  
and more difficult to coordinate.  
Thus supervision has become a more  
critical part of Extension.

Do new extension supervisors un-  
derstand the requirements of the  
position? Do they recognize the  
many complex jobs to be done? Do  
they know how to perform the tasks  
for which they are now responsible?  
Can the time, effort, and frustra-  
tions involved in becoming effective  
supervisors be reduced by systematic  
induction training?

A training program can help new  
supervisors adjust from technical  
subject-matter training and county  
experience to supervisory areas. Re-  
search and printed information sup-  
port such a program.

Advance planning and early super-  
visory training are important since  
continual and sometimes unexpected  
changes occur. Pressure to fill super-  
visory positions quickly usually ex-  
ists. This also creates a major train-  
ing problem. A forward looking  
policy—with personnel trained or in  
training for key positions—has merit.

Each supervisory staff varies in  
experience, training, age, and ability.  
Currently, 31 percent of the super-  
visors in the southern and western  
regions have been in supervision  
less than 2½ years. Another 37 per-  
cent are over 50 years of age; 9 per-  
cent are nearing retirement age.

Administrators responsible for de-  
signing procedures to provide con-  
tinued, effective supervision are faced  
with many questions. What selec-  
tion procedures will be used? What  
opportunities for additional train-  
ing are available? What should an  
induction training program for ex-  
tension supervisors include?

Individual supervisory training  
needs vary widely because of differ-  
ent background, college work, ex-  
tension experiences, etc. So any plan  
for training must be flexible.

Different training may be needed  
for supervisors whose responsibilities  
include all phases of extension work  
than those who have more limited  
responsibilities. Planning for pro-  
gram content, methods of proce-  
dure, and teaching-learning situa-  
tions for new supervisors must be  
preceded by knowledge of those to  
be trained.

After their problems are identified,  
supervisors must be involved in the  
solution. Experience warns that  
until the supervisor evaluates and  
criticizes himself, he is not likely  
to profit satisfactorily from training.

Certain procedures are suggested  
for conducting effective induction  
training for new extension super-  
visors:

- Analyze the duties and respon-  
sibilities of supervisory positions and  
develop job specifications. Clearly  
defined and written job descriptions  
are helpful guides in the selection,  
orientation, and induction of new  
supervisors.

- Plan in advance for filling super-  
visory positions. This would be a real  
asset if coordinated with preparatory  
training programs for personnel who  
might fill these positions.

- Focus early training on attitudes  
and understanding of responsibilities  
and opportunities. For example, new  
supervisors might spend time in the  
State office on a planned agenda  
guided by experienced personnel.

- Travel with experienced super-  
visors, or others, to observe methods  
and work on specific supervisory  
problems. This would help develop  
confidence and insight into the job.
- Encourage new supervisors to  
consult with other extension and  
resident staff.

- Encourage participation in the  
supervisory course at a regional  
summer school prior to or soon after  
appointment. New supervisors also  
should be encouraged to participate  
in the first regional supervision work-  
shop following their appointment.

- Encourage new supervisors to  
attain advanced degrees with em-  
phasis in supervision or related fields.

(See *Early Training*, page 250)

# Short Courses Link Bankers to Extension Work

by HOWARD DAIL, *Extension Information Specialist, California*

New understanding and appreciation of farmers' management problems came to some 90 California bankers in 1960 and early 1961. They took part in locally oriented farm management short courses for bankers in San Joaquin Valley counties.

California extension workers organized and conducted the courses. Extension specialists, the entire agricultural advisor staff of Tulare County (13 persons), and several from the Kings County staff helped.

Two successful courses in Fresno County started the program. Then came one for 30 bankers in Tulare and Kings Counties. And three others were scheduled this fall.

Why should bankers be interested in a farm management short course? Here's what one said, "The farmer and the banker should work together as a team. This cooperation can only result in better understanding."

Tulare and Kings County bankers attending the first of the eight 2½ hour sessions soon found that the meetings would be busy.

Extension Economist Burt B. Burlingame led off with a discussion of the increasing importance of management as a factor affecting profits. He concluded with points to consider in sizing up a farmer's management ability—knowledge, judgment, recognition of problems, skill in carrying out decisions, and ability to learn.

Continuing orientation, Edward A. Yearly, farm management farm advisor, discussed management analysis as a guide in loan-making decisions.

Setting the pattern for many talks that followed, Farm Advisor Maurice Hogan described the county dairy situation. He discussed capital requirements; costs of feed, labor, and replacements; differences in feeding programs; and ways dairymen can hold down costs. Economist Burlingame and Kings County Farm Advisor H. S. Etchegaray gave further information.

At the second session, three experienced university staff members dealt with farm management topics. These included development of dairy management guides and planning and budgeting for dairymen and poultrymen.

The third session was devoted to livestock. Robert Miller, Tulare

County farm advisor, discussed cattle production.

Burlingame discussed cattle range management analysis, using a cost example. Forest grazing permit operations also were explained.

The fourth session concerned cotton, sugar beets, forage crops, crops, cereals, and vegetables. The fifth dealt with economic principles, soil management, fertilizers, and citrus and olive production. Products of grapes, fruits, and nut crops were featured at the next meeting.

## Firsthand View

A field tour by bus was a highlight of the course. The banker saw a dairy herd of 650 cows on a 840-acre ranch. They visited fruit and nut growing operations and a ranch where alfalfa, cotton, barley, corn, blackeyed peas, olives, and peaches were grown.

Feed lot operations, with a capacity of 9,000 cattle, attracted much interest. Bankers also looked at citrus and tomato growing operations. At each stop, farm advisors and owners explained the operations.

The opening part of the final session was a summary of the field tour by Tulare County Extension Director Sheldon Jackson. Other subjects included legal aspects of agriculture, pest control, sample budgets, pest control, review of agricultural economic literature, and a review of the 1961 feed grain program.

By the end of the course, each banker had a binder handbook, reference material from the tax cost analysis sheets, and other documents.

A Lemoore banker reported, "I had moved here this past year. The training was of much value to me. It gave me an excellent picture of agricultural problems here."

Another bank representative said, "We've had a tremendous program of much value to me. Learn more about the Agricultural Extension Service and what it has to do. It was no small part of the benefit."

In summarizing the key features of these courses, Burlingame said, "They provide local application of farm management principles. Most important, they furnish a basis for followup contacts between bankers and farm advisors."



Banker Robert Sproul (left) and Extension Specialist Burt Burlingame talk over extension publications displayed during the short course for bankers.

# Putting Soil Surveys to Use

by **ROBERT A. BOHANNON**, *Extension Specialist in Soil Testing*, and **O. W. BIDWELL**, *Experiment Station Agronomist, Kansas*

**T**HE best meeting I've attended in a long time." This is the way one farmer described a recent community educational meeting about the new Brown County, Kansas, soil survey report. Three nights later this farmer brought several neighbors to a similar meeting in another part of the county.

Meetings that cause this kind of reaction don't happen by accident. They are the product of preparation, cooperation, and know-how.

In a series of 5 evening meetings in Brown County, the attendance of 647 people represented about 45 percent of the county's farmers. Similar successful soil survey programs were conducted earlier in Saline and Geary Counties. As more soil survey reports roll off the presses, educational meetings will be conducted in other counties.

This educational effort was initiated so information in new county soil surveys could be put to use. The objective is to train farmers, businessmen, and other interested persons in use of soil survey reports and maps.

## *Cooperate and Plan*

Extension, Soil Conservation Service, and county leaders work together in planning and carrying out these programs. During the planning phases, they are guided by a publication, *A Proposed Soil Survey Distribution and Utilization Program for Kansas*.

During advance planning, the extension agronomist, area conservationist, and experiment station personnel work closely with the county

agent and county work unit conservationist. Success of the soil survey educational efforts depends primarily on the county agent and work unit conservationist. After they understand the survey, they appreciate how it can be used in studying and solving local problems.

Next the county agent, work unit conservationist, and State extension and SCS representatives meet with local leaders to organize the educational program. The planning session is often preceded by a tour to observe principal soil types in the county.

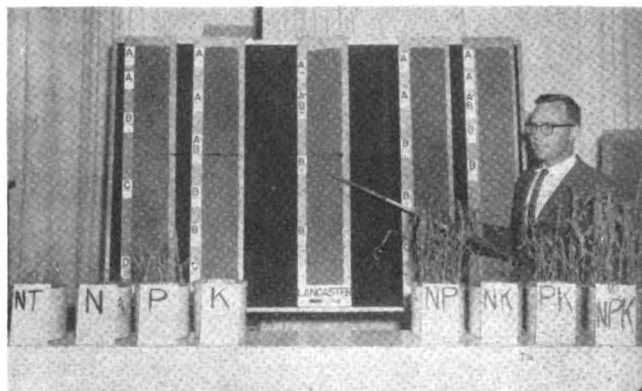
At the planning meeting, the group names action committees, decides dates and locations for meetings, and other program details. Local leaders then work with the county agents on publicity and meeting arrangements.

## *Teaching Farmers*

Farmers are taught how to use a soil survey report and map in one evening lesson. Facts are shown on soil formation and properties, farm planning, soil management and yield potentials, and how soil survey reports and maps are prepared. Each speaker makes short, illustrated presentations.

Soil monoliths, slides, soil texture samples, flannelboards, growing plants illustrating fertilizer response, and a large county soils map colored with fluorescent paints are used for visually emphasizing important points. A soil survey, attractively presented, can be an appetizing educational dish.

At the Saline County meetings,



Dr. Robert A. Bohannon points out pertinent examples in a discussion of Saline County, Kans., soil fertility requirements.

for example, O. W. Bidwell described the soils map and pointed out information which farmers need to consider in evaluating land for rental or purchase. Jay Payne, work unit conservationist, discussed the importance of good land use and treatment and how a soil map is basic to a farm conservation plan. R. A. Bohannon concluded with a discussion relating soil type to soil management, soil testing, crop selection, crop sequence, and range management.

Then soil survey reports were distributed. Each person was encouraged to locate his farm on the soil map, identify the soil symbols, and read the discussion on soil management. They soon found that what at first had seemed complex was, with some interpretive assistance, fairly simple. Before the meeting closed, everyone present understood how to use the soil survey report and map.

The success of an educational program depends on seeing that the information is used properly. Carrying through the use of soil surveys will improve our education, research, and conservation application programs.

## *Unlimited Possibilities*

This introduction of county soil survey maps and reports is the beginning of a program of continuing emphasis on soils and related problems. Familiarity with soil types will help farmer-county agent discussions of soil testing, fertility, and management.

County soil test summaries can  
(See *Soil Surveys*, page 253)

# Organizing a Development Task Force

by JOHN B. MITCHELL, *Extension Rural Sociologist, Ohio*

**D**URING World War II, the Navy used task forces to reduce enemy strongholds. Every resource was utilized in the assault. Special units carried out specific jobs in a coordinated effort to gain a common objective.

In a similar manner, Extension can marshal its varied resources in an educational assault on low-income areas—Operation Rural Areas Development. The various skills and knowledge of the extension staff can be mobilized to tackle the multiple problems of these areas.

## *Coordinated Attack*

One agent and one specialist can make a dent in one or two problems. But a coordinated effort of all available resources of Federal, State, and local agencies and organizations can have a much greater impact.

An extension task force can deploy the various skills and knowledge of the staff in tackling the multiple problems of underdeveloped areas. At the same time other resources, community leaders, local organizations, and other government agencies, can be focused on the same problems.

Many areas have serious problems of underemployment and inadequate diet, along with low family incomes. Many adults may have less than average education or lack in leadership skills and knowledge of community organization.

Hilly land or other soil or terrain problems may make farming difficult. Forest resources may have been abused and neglected. Farmers need technical assistance in agronomy, farm management, and various livestock and crop enterprises.

The county staff, resource development agent, district supervisors, and specialists can help local people map out a comprehensive, coordinated

assault on the problems. Local citizens should be involved in every phase. Organization and agency representatives can add their resources.

County leaders and extension agents should review the local situation together. They need to gather facts on what has happened in the county, area, and State; identify problems; and inventory human and natural resources.

Through this process of fact finding, discussion, and assessment of resources, everyone involved can gain a greater understanding of the situation. Then the group can map out a plan of action with alternate ways of overcoming area problems.

All the efforts and knowledge can be integrated in a timetable of operations. Primary and secondary objectives and short range and long range goals should be outlined. Community, county, or area committees or councils can be formed to implement the work.

Many educational programs can be conducted at the same time, such as a soil fertility campaign and the organization of a marketing association for timber products.

## *Units of Action*

A special unit, composed of an agronomist, dairy specialist, agricultural agent, and soil conservation representative can help local farmers tackle the soil, pasture, and crop situation.

The home agent and the family life, family economics, and nutrition specialists can help people grapple with family relations and better diets. County staff and rural sociologists can conduct leadership training sessions. They can assist committees and councils in defining problems and considering alternative courses of action.

The 4-H agent, family life specialist, school officials, and local groups can explore problems such as high school student drop out rate. They also can develop plans for community recreational programs.

Specialists in forestry, wildlife, and rural sociology can work with county staffs and local organizations on an area basis in developing multiple land use opportunities. Outdoor recreational facilities, hunting areas, tourist attractions, and farm vacations for urban residents are among the possibilities.

The supervisory team can facilitate a coordinated plan of attack by county staff and specialists. They can keep staff members informed of developments, progress, and objectives attained. They can keep in touch with agency personnel at the State or District level. These liaison activities strengthen and promote coordination of work at the area and county level.

As certain phases of the program are achieved, evaluation sessions should be held. Work may need to be stepped up in certain areas and reduced in others. Each success calls for re-evaluation and perhaps a shift in tactics.

The coordinated plan of an extension task force can reduce the magnitude of problems in underdeveloped rural areas.

## **EARLY TRAINING**

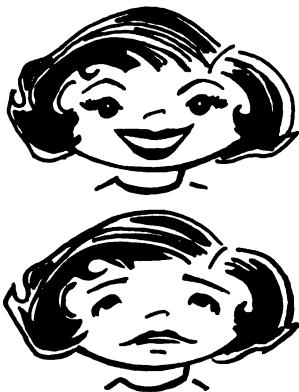
*(From page 247)*

• Encourage new supervisors to develop long-time professional improvement programs. This would give direction to their in-service and advanced training efforts based on individual needs.

Some supervisory problems may not be solved by formal training. Training may only create awareness of difficulties, stimulate a desire for improvement, and develop insight into responsibilities. Thus solving of actual problems may be left to supervisors who have developed these insights and confidence from knowing the job.

A well-conceived induction training program has merit in assisting extension supervisors. How well such a training program fulfills this purpose depends on the administrators, supervisors, and others involved.

# Make Your Job SIZZLE not FIZZLE



by **BERNICE STRAWN, Home Management and Equipment Specialist, Oregon**

**A**RE your extension cash registers ringing with sales of better food buying practices? Sales of good color choice in dress? Sales of traffic safety?

When a family tells you they have used an idea from your program, you have made a sale. It's exciting to get action and see other people benefit.

But what about the time you lug heavy visuals, give a talk, and find everyone goes back to the old routine. Your idea fizzled.

## *Selling Tips*

How can you make your cash registers ring every day? Here are some tips from successful salesmen.

*Don't make 'em drink—make 'em thirsty.* People resent being made to do anything. To sell your idea, you've got to make them want to do it. How? By playing on basic emotions and needs.

All people have basic needs: to feel important, to feel appreciated, to have an easier life. If you can prove your ideas will help satisfy one or more of these needs, you are on the way to making a sale.

No one does things voluntarily unless he wants to do them. That is the key to selling ideas. You are a natural stimulator.

*Whip up enthusiasm.* Believe in what you say. If you don't, you'll be trying to sell an empty box. To believe, you have to get involved with yourself.

Enthusiasm, belief, sincerity, and confidence come from preparedness.

For example, you can't sell someone on rearranging her clothes closet unless you have adapted the lesson to your own situation and get excited about what it does for you.

*Step into other people's shoes.* Know what your "customers" are thinking about, what will interest them. Give them something to reach for.

*Use the you-and-me approach.* Make your audience a partner in the business. Give them responsibility. If you ask someone to do something, take time to tell them why the job is important.

In Yamhill County, Home Agent Dorris Roy asked homemakers to fill out a lengthy questionnaire for evaluation of a workshop. The women were in a hurry to leave but Dorris explained why she needed the information. She made them partners and got the job done.

## *Selling Ideas*

There's a difference between preparing for a small audience you know and a large one that doesn't know you. Your leaders come to listen and take the story back to others—but to get results they still need to have every point proved. An audience that doesn't know you will listen only if you command their attention.

First decide what you want the audience to do as a result of your program. What will you leave in their minds? This is what you have to build up to from the beginning.

Sell the sizzle. Tell your audience what the idea will do for them. Fit

the "sizzle" to the audience—and to the idea.

A sizzle to one person may be a fizzle to another. For instance the new cookbook for women who hate to cook sells like hot cakes to some women. Those who love to spend hours in the kitchen wouldn't give it a cold stare.

Don't write—telegraph. Get the audience's attention with the fewest possible words.

Plan each sentence to build up to selling the idea. Check back over your material—is it all necessary? Are you tangled in so many details that you've lost the main point?

The audience needs some meat but watch out they don't choke. And be highly selective of any technical data given to homemakers. They want ideas ready mixed and pre-cooked for instant use.

## *Prove Your Points*

Say it with flowers. A telegram of congratulations is fine but if you send flowers, too, that proves you mean it.

Make your demonstration dramatic. Use showmanship, especially with large audiences that don't know you.

At a Lane County laundry festival Agents Velma Mitchell and Virginia Houtchens didn't just tell how to launder different fabrics. They staged a dramatic demonstration including a style show of washable garments of many new fabrics. These were the flowers—home grown ones, too, because the unit members had made the dresses.

Flowers, or proof, may take other forms, too. Activities for people at your meeting help them prove to themselves that ideas are practical. For instance, if they calculate the food values of their own diet, they sell themselves on the need for change.

Ask yourself, "Have I helped the audience recognize what they want and helped them decide how to get it?" If you have, then you're ready to close.

The last, but an important, part of the program is the closing. When you want to make a sale, the best approach is, "Okay, folks, let's go."

(See *Sizzle Not Fizzle*, page 252)

## HURRICANE CARLA

(From page 245)

en families. He offered two publications of special interest to the storm victims: AH-38, First Aid for Flooded Homes and Farms, and H&GB-68, How to Prevent and Remove Mildew. Almost 50,000 copies of the publications were rushed to College Station and then sent to agents for distribution in the devastated area.

Then came the cleanup and a check on weaknesses in the civil defense program. Several meetings have been held since the storm to strengthen the program.

"People in some occupations are more dependable than others," observes William Dewey, civil defense coordinator. "Persons who have seen combat duty in the armed services can be given responsible places of leadership; foremen and higher level employees of major industries accept responsibility, as do public school authorities."

Wilson points out another group of unusual help. "Ministers were helpful at several public shelters where hundreds of persons clung to the slim hope the storm soon would pass."

Unusual situations emerge from such an experience. Civil defense authorities learned, for example, that disposable diapers were high on the list of necessary items. Future plans call for locations in the county for hand-operated gasoline pumps for use when electric power is off. Home food freezers will be moved in trucks to a central generator and put on the power line. A public kitchen will be constructed.

A central intelligence room, probably in the courthouse, will house 21 persons, 3 deep for each of 7 key positions in civil defense. Two amateur radio operators will be stationed in the room. Mobile radio units will be assigned to different parts of the county to maintain communications.

Extension agents along the Gulf Coast have had an opportunity to tighten their lines of authority and communications in civil defense. No one who lived through the experience now takes a dim view of civil defense.

Recognition of the work and planning of Extension teams came from Vice President Lyndon B. Johnson. He wrote Director John E. Hutchin-

son, "All Texans in the area hit by Carla benefited by your prompt and efficient action. Those who may be victims of the next emergency will profit by the information and plans you are now accumulating."

## GOALS FOR AGRICULTURE

(From page 243)

Agriculture. It presents a challenge that some would prefer to avoid because it involves controversial matters, because it relates to the formulation of public policy, because it deals with matters that cannot be proved or disproved by chemical analysis or controlled experiments.

But we cannot avoid this challenge. We cannot avoid it because it deals with the welfare of human beings, with the future of our resources and our children, with principles and ideals relating to human dignity, and with values we regard as vitally important.

We cannot allow machines to displace men, either in agriculture or industry, without providing those men the opportunity to find and qualify for other employment.

We cannot allow most of our ablest young farmers to be forced out of agriculture—the one industry that is absolutely essential to human survival—because farming offers economic incentives so much lower than other occupations.

And we cannot allow modern economic trends, such as the increased need for capital and credit in farming, to jeopardize the continued existence of our owner-operated efficient family farm system.

If we are to accept this challenge, we must do more than come up with answers formulated by experts. Research for increased productivity in agriculture was not enough—the knowledge and techniques had to be brought to the farmer himself. Social engineering can be assisted by experts, but it cannot be adopted by them.

So one of the biggest tasks ahead will be one of education. It will be a task of public discussion—arriving at sound policy decisions in a democratic manner through participation by farmers and by the nonfarm public as well.

The "constituency" of agencies that have done such an admirable job of educating farmers will need to be expanded to include all citizens. Farm policy is no longer made by farmer-consumers. Consumers need to understand the progress in agricultural research benefits them much more than it benefits the farmer.

The public needs a far better understanding of farm problems and their relationship to the economy as a whole. It needs to become aware of the fact that mechanization on the farm and automation in the factories are twin aspects of the technological revolution. Either can bring about dislocation and personal hardship—or the blessings of abundance—depending on how they are handled.

Decision-making in a democracy of matters as important and as involved as these is never simple or easy. But it is the American way.

I am confident that the same agencies of study and research and education that have contributed so much to agricultural progress can meet this challenge. They must meet it if they are to continue to hold their rightful place in American life.

## SIZZLE NOT FIZZLE

(From page 251)

Save some strong closing points. Don't fizzle out at the end. Summarize, briefly.

Ask them to buy. Give a choice between something and something, not something and nothing. For example: Which month will you be discussion leader? Not, can you be discussion leader?

Welcome objections. The best prospects are often those who object. This shows they are listening and thinking. You can turn objections into strong selling points if you plan ahead.

After answering objections, again make an appeal for action. Ask them to buy.

Say it with a sizzle, telegraphically and with flowers, but don't forget to ask them to buy.

Selling is a challenge that calls for the human touch. In this age of agricultural adjustment, selling can be improved by technology but it can't be replaced by a machine.



Montgomery County, Tenn., Farm and Home Community Center houses group meetings, demonstrations, a library, cooking and sewing facilities, and the county extension offices.

## Do-it-yourself Community Center

by SHERMAN BRISCOE, Information Specialist, USDA

COOKING schools, sewing clinics, workshops, laundry demonstrations, teas, receptions, dinners, meetings, and other activities are held in the Farm and Home Community Center of Clarksville, Tenn.

Many 4-Her's do practice work in the center, especially cooking and sewing. The homemakers' county council meets there. Farmers come to discuss knotty problems with their county agent; rural women come for pointers on improved homemaking.

It's hard for people to imagine how they got along without the center. It houses a library, auditorium, model kitchen, and offices for farm and home agents. Ninety percent more visitors now come to the extension offices.

### Sprouting Idea

Home Demonstration Agent Margaret Harlan had such a center in mind for more than 20 years. And she home demonstration club women worked nine years on the project before the center materialized in 1956.

After she came to work in the county in 1934, Miss Harlan men-

tioned occasionally how nice it would be to have a center. But first the depression and then the war prevented the people from giving serious thought to the idea.

Action started at a home demonstration club meeting in December 1947. One homemaker suggested that the group look into the possibility of building a center. So a committee was assigned this task.

In March 1948, a ways and means committee was appointed to find ways of raising funds for a lot and center. Within weeks, homemakers were holding dinners, barbecues, hayrides, picnics, and educational tours to such cities as Chicago, Cleveland, and St. Louis.

Little by little their funds accumulated. By 1954, the ladies had \$4,000. They bought a lot, obtained a building plan from Extension Architect Max Falkner, and recruited volunteer craftsmen to put up the building.

Miss Harlan was the hub of the wheel which turned out the center. She arranged transportation for volunteer workers and delivery of their dinners, prepared by club members. Despite the extra work,

Miss Harlan did not slacken the pace of her regular home demonstration program.

Actual construction was done by volunteer workers, who took turns working nearly 12 hours a day from May until September. And when the builders had finished, the club women carried out the paint job.

### Equipping for Use

After the building was completed in 1955, donations of equipment and supplies poured in. Gifts included 2,500 books for the library, a piano, a record player, and 1,500 records.

The women installed a modern kitchen with enough tableware to serve 100 persons. They bought chairs for the auditorium, sewing machines, and a motion picture projector.

Today the homemakers own an attractive brick and cinder block center and owe only a small mortgage. They are meeting their note and maintaining the center with rental of the auditorium and offices.

"This is an outstanding example of what rural women can do under effective leadership to improve their communities," says Bessie Walton, assistant State extension agent.

### SOIL SURVEYS

(From page 249)

be completed by soil types. Soil fertility research as well as demonstration plots can be conducted on well defined soil types, enabling more precise predictions concerning fertilizer response.

Soil survey information may become useful in other areas, too. Cities are starting to rely on soil information for zoning purposes. State highway departments and geologists are interested in soil type information from the standpoint of road construction and grass establishment. Land appraisers, real estate men, and farm representatives of banks are also keenly interested in soil surveys. So, many varied educational programs for specialized groups may be needed.

Extension, SCS, and experiment station personnel have joined in an educational effort which will enable the farmers of today to pass on to the farmers of tomorrow a better soil heritage than they inherited.

# What 4-H Means to a Community

by OTTO G. HOIBERG, Head, The Hall of Youth, Nebraska Center for Continuing Education, University of Nebraska

It was a lazy June day in Turkey. My family was enjoying a picnic lunch on the tranquil shore of the Aegean Sea.

A truck filled with laughing, singing children came by. As they passed, the youngsters waved enthusiastically and held high a white flag bearing four green K's. It was a Turkish 4-K (4-H) club on an outing.

The 4-K youth movement has gained a strong foothold in Turkey since it was introduced by American specialists a decade ago. The Turks are impressed with its potentialities for the enrichment of personal and community living.

In the U. S. we have long recognized the benefits of an active 4-H club in the community. Few voluntary organizations have drawn more vigorous and consistent support from the American community over the years. This indicates a basic harmony between the attainments of 4-H and the fundamental goals of the community.

## 4-H Contributions

4-H club contributions to community life have impact in three ways.

First, 4-H provides adults an opportunity for creative social participation to develop leadership. The number of men and women who have grown in personal and social stature through roles in 4-H is legion. The club program has provided valuable experience and understanding which are reflected in the quality of work done by these leaders in other phases of community life.

Second, an active 4-H program contributes to community life through personal development of the youth. Skills and techniques learned by the 4-H club member

make him a more effective participant in the life of the community.

Even more important are the attitudes and interests developed in youth through various club activities. Skills and techniques learned may become obsolete in time. But a positive attitude toward learning may endure throughout a lifetime. And new interests will broaden an individual's horizons and make him a more resourceful, valuable participant in community living.

A third type of contribution to the community is the community improvement projects which 4-H clubs undertake. For example, there is warmth and friendliness in the sign: The 4-H Clubs of X County Welcome You.

If a 4-H club is to fulfill these responsibilities toward its community, certain guideposts should be kept in mind.

It is essential, for example, to utilize the resources of the local community as fully as possible in developing the 4-H program. These resources include physical environment, social institutions, and individual citizens.

Full employment of these has a double advantage. It makes club members conscious of their community's assets and encourages them to identify themselves more fully with it. Such orientation is important if the growing child is to mature as an integral part of his community.

A second guidepost calls for careful adaptation of program content to the needs of individual club members.



4-H provides opportunities for social participation and leadership development in both youth and adults. This discussion group was attending a leader training session in Kearney, Nebr.

Adult leaders may feel that with a fairly adequate knowledge of the biological, social, and psychological characteristics of children, they are in position to determine program content for a 4-H club. This is only partially true.

The ideas and wishes of the club members must also be considered. Many youth programs have flourished because they have been developed exclusively by adults and handed to youth "on a platter" in ready-made form.

As much as possible, the young people concerned should share the important decisions involved in program formulation. This results in more realistic and suitable programs. And it has the added advantage of helping the young people feel that it is their program.

## Keeping Current

Keeping a program geared to new needs is difficult in the present rapid social changes. 4-H club work has extended to young people living in cities. This entails a definite need for new ideas in programming. Similarly, the gradual urbanization of rural areas creates a constant need for innovation.

The vitality of the 4-H movement of the future will hinge on its ability to adjust to new conditions. With adequate adaptability, courage, and vision, its basic responsibilities toward the community will continue to be fulfilled.



# Junior leaders Go Into Action

by GLORIA OLSON, Richland County Home Extension Agent, North Dakota

A JUNIOR leader is more than a good club member. He is a club member who guides the thoughts and actions of others toward a particular end. This is the thinking behind Richland County's program for junior leaders.

Junior leaders have worked with adult leaders in our county for several years. But they have received special emphasis since the 4-H leaders council asked for a definite junior 4-H leader educational program.

A junior leader's role in the local 4-H club is important. These older members help younger members with projects and activities while growing in leadership, poise, and confidence themselves. Before junior leaders can grow as 4-H members, they must realize how much can be gained by helping others.

An important purpose of the Richland County junior leaders program is to encourage older 4-H members to maintain active membership in the local 4-H club. The older members, carrying out the duties of a junior leader, will play a more active role in the local club.

Leadership participation in assisting members with records, projects, demonstrations, and award applications will help develop mature young junior leaders.

To prepare the junior leaders, a series of four evening meetings were held in the county. A different topic was stressed at each meeting: Your Job as a Junior Leader, How to Conduct a 4-H Meeting and Officer Training, Demonstrations and Public Speaking, and Good Records and Award Applications.

Time was allowed for recreation as well as subject matter discussion. Junior leaders conducted recreation which they could use in their clubs.

The North Dakota Junior Leaders 4-H project was used as a reference. Role playing, group discussion, demonstrations, and lectures by extension agents were popular.

A program for the year was outlined and sent to all junior leaders at the beginning of the period. Reminders were mailed to members before each meeting and the public was informed via newspapers and radio.

In addition to the educational meetings, a Christmas party and camp for junior leaders were held. The camp program, planned by 4-H junior leaders, was held on a weekend. Junior leaders from surrounding counties also participated. The program featured recreational leadership training, an IFYE talk, and recreational activities.

It's difficult to evaluate this program in just one year. But participation in county events indicates that it is producing results.

Four times as many 4-H'ers took part in the county demonstration event this year as compared to the previous year. Three times as many entered the public speaking event.

Evaluation forms were sent to adult leaders. They responded enthusiastically and asked that the program be continued.

We feel junior leaders will naturally be better leaders if they are given encouragement and responsibilities.

## Correction

The Georgia Winter School course to be taught by Starley Hunter, Federal Extension Service, will be Extension Evaluation. It was incorrectly reported in the November issue as Operations and Administration in Extension.

## 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 2042 Commercial Growing of Sweet Corn—Revised 1961
- F 2180 Equipment for Clearing Brush from Land—New (replaces F 1526)
- M 859 Loose Housing System for Dairy Cattle—New (replaces AB 99)

The following publication has been declared obsolete because of changes in insecticide recommendations. All copies should be disposed of.

- L 403 Chiggers—How to Fight Them



Richland County junior leaders (right and left rear) take pride in their younger club members' participation in the county demonstration event.



# Washable Wearable Wrinkle Resistant WOOL

**W**ASH it and it won't shrink. Wear it and creases and pleats stay put. Hang it up and wrinkles disappear. That is today's new wool.

Wool—reliable and ever-popular—has an important place in family wardrobes.

Wool is especially good for cold weather wear because it helps hold body heat. The fabric also protects against sudden changes in skin temperature. Wool fabrics absorb moisture without feeling cold or clammy or sticking to the skin.

## *New Characteristics*

Research has made it possible to do more with wool than ever before. It now can be made mothproof and stain repellent.

Mothproof treatments can be carried out either before the wool material is put on the market or at a dry cleaner's after purchase. Scientists also are trying to combine mothproofing with a shrinkproofing treatment.

Shrinking, once a problem with wool, now can be controlled. U. S. Department of Agriculture scientists have discovered ways to shrinkproof wool fabrics so they can be washed safely.

Wash-and-wear wool is prepared by coating the fibers with an ultrathin chemical film.



The new treatment has proved successful for shrinkproofing wool suits, knitted wear, blankets, and other goods. Treated garments go through machine washing, dry cleaning, and wear stress, yet keep their dimensions, colors, softness, and resilience. And they dry without wrinkling.

Treated socks didn't shrink after 35 washings and lasted longer than untreated ones. Pilling, the formation of small balls of wool on the fabric surface, also was reduced.

Shrinkproof treatments can be combined with the USDA-discovered method of putting permanent pleats

and creases in wool fabrics. Creases stay through long wear, exposure to rain and high humidity, and machine laundering.

Pleated wool skirts, for example, needed only light pressing to look neat after being washed.

Will it wrinkle? Wool is naturally wrinkle-resistant. And casual wrinkles, such as those caused by sitting, usually come out as soon as the wearer changes position.

The elasticity of wool allows the distortion of overstuffed pockets and tension at the knees and similar places. Yet the material will return to its original contours when washed or dry cleaned.

## *Versatile Fabric*

Wool is versatile. It is constantly being used in new ways.

Silk and wool are combined in so resilient tweeds. Linen is blended with wool for special lustrous effects. Cotton is used with wool to make a washable flannel and fabrics of unusual texture. Blended with man-made fibers, wool adds absorbency, resilience, and warmth.

Wool traditionally has been a yardstick of quality and value in wearing apparel and many other textiles. Alert agricultural researchers make it continue to be so today and in the future.

Are you telling America's greatest success story—the story of agriculture—to nonfarm groups in your area? This is No. 8 in a series of articles to give you ideas for talks, news articles, radio and TV programs, and exhibits.

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