EXTENSION SERVICE Review

JANUARY 1962

16 plus years

11-15 years

6-10 years

3-5 years

1 year

Fitting Training Needs to Opportunities

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 educator in County, State and Federal Extension agencies—w work directly or indirectly to help people learn how to use newest findings in agriculture and home economics resea to bring about a more abundant life for themselves and th community.

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

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In This Issue

EAR TO THE GROUND

Yep, I've got my ear to the ground. And my eyes on the calendar that says 1962. I'm not much of a hand on predicting the future. But I'll go this far. This year looks like it will be a banner one for professional improvement.

Extension workers have a lot of company when it comes to professional improvement. In fact, professional improvement appears to be enjoying a boom market. School teachers, doctors, engineers, architects, industrialists, professors, astronauts, and representatives of hundreds upon hundreds of other professions and vocations are busily seeking new knowledge and ways of using that knowledge.

This issue of the Review is beamed to the professional improvement of all Cooperative Extension workers. It covers the entire career road from new beginner on up the line to the veteran worker.

Study the cover for a moment. What place are you along that road? And by way of getting some new orientation on professional improvement, see the lead article. This will help you think through your own needs.

From there go on to the letters from county workers and others to training leaders. These folks hav pulled any punches in spelling their professional improvement p lems—from gaps in learning to fi cial status. And the leaders are eq ly frank in their replies. Suggest and advice are in concrete te There are no pat answers. So d expect to find the exact answe your particular problem. Bet you some first-class clues, though. Ar you have been hesitating on tal to or writing your training lea these letters may help start up motivation motor.

And don't overlook the two-p spread on fellowships and sch ships. Maybe there's one that the bill for you. See, too, the pag summer schools. You have a choice of courses.

Building Public Understandin Extension Youth Programs wil the theme of the February issu the Extension Service Review. issue will feature the why and of telling the story of 4-H.

The opening articles will dis what is 4-H today, the audience need to reach with this story. how to reach them. The balanc the issue will give examples of S and county experiences in ga public understanding of 4-H.—

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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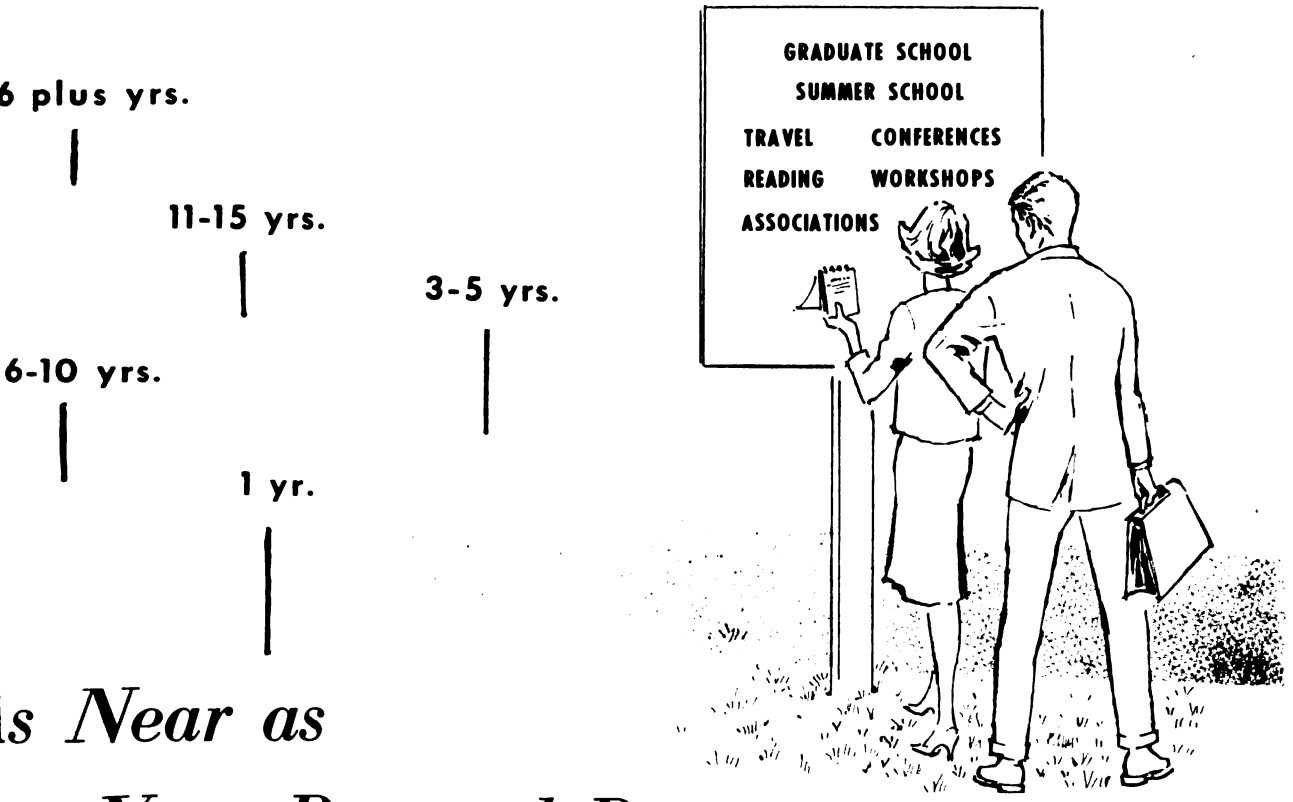


ıs Near as Your Pen and Paper

by MARY L. COLLINGS, *Federal Extension Service*

HERE is no room so big as the room for improvement." Are you con-ring ways you can improve as an ension worker? There never was a e when it was more necessary or ial.

Vhat do we extension workers need 20th century adult educators? Of se, this varies with individuals as ll human qualities. But some edu-onal shortcomings are commonly d.

Pinpointing Needs

e are part of one of the largest t education organizations in the d. Yet we need to know more it the adult education movement its growing body of research.

e need more understanding of psychological and social bases of an behavior—how individuals and ps behave, why they believe as do—and how to motivate them w individual and group endeavor. e need skills in communicating. c problems in the use of the writ-ten and spoken word plague most of us.

Yes, almost all of us can say, our room for improvement is big, indeed.

Career Stages

These identified gaps in educational leadership ability, however, are only half the story. They are associated with other needs, depending on the stage of professional growth we may have reached.

Those who study human development processes speak of the developmental tasks of youth and adults. They have identified such developmental tasks for youth as: accepting one's physical attributes, whether pleasing or unattractive, and achieving emotional independence of parents and other adults.

Adult developmental tasks are identified as: gaining and maintaining a position as a significant person in one's own world; acquiring a chance to act with relative independence, etc.

Adapting this concept of developmental tasks to an extension career, we might say: each of us as an extension worker has career developmental tasks to do; each must grow in the profession he has chosen. Each works on these career tasks one at a time, or on several at once if he has the determination to do so.

Some tasks seem more appropriate at one stage of the career than at another. Training should be geared to help us undertake the tasks in sequence, each at the stage of the career when that task is most appropriate.

What are these career developmental tasks? Without the benefit of scientific experimentation to help identify them, we can only surmise that there are at least six career tasks. These have nothing to do with subject matter specifically, though technical subject matter competence is woven throughout the whole pattern. These tasks are:

- *Establishing one's self in job performance.* As new workers we have, first, to find a place for ourselves. We must prove to ourselves and others that we personally can perform the

(See Your Pen and Paper, page 22)

An agricultural agent with 1 year's experience needs to

Know What to Teach and How to Teach

Dr. Sam Gwinn
Associate Director
Agricultural Extension
University of Delaware

Dear Dr. Gwinn:

Now that I have been in county extension work for a year I am trying to do some self evaluation.

As you know I have an M.S. degree in horticulture. I was reared on a vegetable and grain farm and spent over 3 years working with the crops research program at the University.

During my undergraduate and graduate work, I received little training in communications, time management, leadership development, and understanding and working with people. During the past year I have realized the importance of these areas and my lack of knowledge in them. Knowing technical subject matter is important, but I also need to know how to convey this information.

What training do you think I could fit into my schedule during the next couple of years? I do not feel that I can take time now for further graduate work. I have a family and other financial obligations that make graduate study impractical at present. Additional training seems imperative, however, to supplement my experience and for me to keep abreast of specialization and changing times.

Perhaps the question foremost in my mind is how can I best get further training in so many different fields to meet the challenge of specialized agriculture?

I like extension work and definitely feel I would like to make it my career. But at this stage, it is hard to decide in which direction I should go and the specific training I need.

I will be interested in your comments on these questions.

Sincerely,
Edward Ralph
Associate Sussex County Agent

Self Study Is Vital

Dear Mr. Ralph:

I commend you for an honest effort to take a professional look at your work after only 1 year of employment. Let me assure you that most new agents experience similar feelings. This is particularly true with agents who have not had previous contact with extension work and those who have been trained in specific subject matter.

I'm sure most of the problems you have encountered can be overcome

with the proper guidance and training.

I sense you feel the only way to improve yourself professionally is to do further graduate work. At the same time, you indicate this is not possible. I would suggest that you do more self evaluation before coming to any definite conclusions about further training needed and how best to secure it.

I suggest you continue to work closely with the specialists in forage crops and ornamental horticulture. The training they offer to farmers and commercial groups is excellent. Local garden clubs and nurseries usually have excellent educational meetings and you could profit by association with them.

I would also encourage you to tend one or more of our State s courses during the winter. These good refresher courses in techn subject matter.

It would be an excellent idea you to attend some of the regi workshops for extension person The workshops deal with actual p lems by providing a variety of ex ences in groups and exchange of i and experiences.

You should not overlook opport ties for professional improvemen the local or county level. The uni sity offers a variety of exten courses in most subject matter fi Courses in psychology, educat speech, economics, and others ar fered for graduate credit as a reg part of the University curricul Many high schools also have valu adult evening classes.

You should also consider attend one of the regional extension sum schools. These offer courses in ex sion programing, leadership deve ment, community organization, c munications, psychology, and o areas.

Finally, graduate training sh always be considered an essential of professional improvement. should be directed toward impro one's ability to handle his present to prepare for greater responsibi or to fulfill a desire for additi knowledge or professional imp ment.

As you see, I've directed most o thoughts to on-the-job-training. is because of your particular situa and my conviction that much of specialized training required by tension must be obtained on the

Extension workers have many o opportunities for professional These include association with fessional organizations and rea

Training needs of agents vary ly from person to person. So worker needs to do a lot of self s as well as participate in a wide r of training activities. I'm a stro liever in self study as a part o professional improvement progr

Let me know if I can help you your educational goals.

Sincerely,
Sam Gwinn
Associate Dire

home agent with year's experience asks

Vhat Should -H Projects 'each?

Betty Jean Brannan
ld Studies and Training Specialist
lahoma State University

ar Dr. Brannan:

Recent conferences with our 4-H ılt leaders indicate that they and club members have a profound erest in the clothing program. But y have a difference in interests ich seems to be a growing problem. Leaders are most interested in as-ts of clothing construction tech-ıues. Boys and girls are more deep-concerned with the social and psy-ological aspects of the clothes they ar.

The clothing that youngsters wear lay makes deep impressions and ms personality habits. Girls with ira long legs are ill at ease in orter length dresses just as heavy ys are uncomfortable in tapered irts.

I believe that in some cases the im-rtance of clothing construction hniques is surpassed by the per-ıal feelings of the youngster while aring certain clothes. Little infor-ıtion seems available in this impor-ıt clothing field.

I would like suggestions on how and ere I can obtain information on e importance, both socially and psy-ological, of appropriate dress for e individual and how I can make ıders aware of its importancc to the ungsters.

Sincerely yours,
Jane Berry, Associate
Home Demonstration Agent
Washington County

Dr. Betty Jean Brannan, field studies and training specialist, (right) advises Mrs. Jane Berry, associate home demonstration agent, of training possibilities to help her improve the Washington County youth program.

Studying Social Aspects

Dear Mrs. Berry:

Social and psychological aspects of clothing and their place in the total 4-H club clothing program are important in the further development of this phase of 4-H work. And the need for greater emphasis on social, psychological, and economic aspects of the total home economics extension program is recognized.

Your district home demonstration agent is aware of the need of placing greater emphasis on these aspects in the clothing program. She believes the staff in her area needs specific training in this field.

We are planning, with one of the clothing specialists, a 1-day intensive training session. We hope that through this session home agents will become increasingly aware of the importance of these aspects in the clothing program, become acquainted with reliable sources of information in this field, and develop some understanding of working with youth and adults on this matter.

One or more courses concerned with the sociological aspects of clothing, as well as other home economics subject matter areas, are being offered at some summer schools. A 4-week course will be offered at Oklahoma State University through the Department of Clothing, Textiles, and Merchandising. A similar course is planned in housing and interior design.

You previously indicated interest in completing work for a master's degree in clothing and textiles. You and your advisory committee may want to consider including some social science courses in your plan of study. These could give you additional principles for working with adults and youth in the program you hope to develop.

Have you given thought to your master's research project? You might be interested in planning a study which would involve developing a pilot leader training program, carrying it out, and evaluating its effectiveness.

I hope these suggestions offer possible solutions to your problem.

Most sincerely,
Betty Jean Brannan
Field Studies and
Training Specialist

An agricultural agent with 1 year's experience asks

How to Set Priorities

Jack C. Ferver, Leader
Extension Personnel Development Programs
Michigan State University

Dear Jack:

Several experiences during my first few months on the extension staff have indicated some problems with which I need help.

The overall problem is: How can I determine the greatest needs of county people and the best methods to meet these needs.

More specifically, I find myself becoming involved in traditional and scheduled activities. I am not always certain if my time is being used to best advantage. An agent needs time

to determine needs and develop programs and projects to meet them.

As a new agent, I should meet as many people in the county as possible. I should meet not only those who have been extension cooperators in the past, but others whose needs are our concern. How can I effectively use my time to include these people in the overall extension program?

I will be interested in hearing from you concerning these problems.

Sincerely yours,
Marvin H. Wassenaar
Gratiot County Extension Agent
Agriculture

Find Support from Many Sources

Dear Marvin:

The problem which you pose is difficult. But the training you received while obtaining your M.A. degree in Agriculture Education and your teaching experience should help you.

I am sure you have found many staff members willing to give you advice. I hope you have also found that the strength of our organization lies in creative individuals who seek their own approaches to the job.

The questions you raise are concerned with both the content of your program and the process of determining this content. Your questions are important enough that you might well concentrate your professional development program for the next year or two in searching for answers. For the immediate future I suggest independent reading and study, college courses, conferences and workshops, and visits with other workers.

It is difficult but absolutely essential to find time for professional reading. Enclosed is a list of books and periodicals available from our institute library. I checked a few volumes which I believe would be of interest to you.

In your office are copies of the 1958 Scope Report, its companion Program Guide, and the 1960 Report on the Future of Michigan State University. These documents merit careful study.

Besides off-campus courses offered by Michigan State, you may find valuable offerings at other colleges in the area. Courses in psychology, educational philosophy, education, and sociology should be helpful. You may want to explore extension program at one of the Regional Extension Schools.

Conferences, both within and outside of Extension, also provide an opportunity to explore such questions you raise.

Why not discuss with your county and district directors the possibility of visiting other staff members to explore your questions?

Many other approaches could be suggested, Marvin. I would welcome an opportunity to discuss your questions further. In the final analysis, however, it is up to you to avail yourself of opportunities for professional development.

You will find support from many sources, for it is recognized that extension service will be only as strong as its people.

Sincerely,
Jack C. Ferver, Leader
Extension Personnel Development Programs

home agent with years' experience is

Planning Ahead for Sabbatical

ss Lucy M. Allen
ogram Leader, Extension Education
iversity of California

r Lucy:

About a year from now I will have e privilege of going on sabbatical eave. I find that both a privilege and responsibility. Consequently, many uestions are on my mind. What shall take? Where shall I go?

The home economics assistant pro-ram leader, the county director, and have discussed this leave. We first ook a look at Stanislaus County and e changes which may have signifi-nt implications for our home eco-omics program. We also discussed e directions toward which Exten-on is moving and why.

Stanislaus, like many counties, is pidly increasing in population. here is a decrease in the number of rms and a growth of suburban eas. Although the average income vel is high, we have many low-in-me families. The trend toward teen-e marriages continues. And these ung families are starting out with tle knowledge of family finances, trition, and buying furniture or uipment.

Because of the growing amount of search and technical knowledge ailable, we must have some subject tter specialization. So I have cer-n designated responsibilities. I will ve major responsibility for the thing and textiles with some re-nsibility in home furnishings. I l also have considerable responsi-ty in home management, particu-ly family finance and equipment. Much of my work has dealt with ng families and will continue to so. One of my major problems will how to reach more of these young ilies. Mass media will probably be important means of reaching m, so I should like to develop npetence in communications.

There are other questions on which I want guidance and judgment. Shall I work for an advanced degree? Would I have a more flexible program as a special student, which might enable me to take work that would perhaps more definitely benefit the county program?

I hope we may discuss all of the possibilties further.

Sincerely,
Madelyn Williams
Stanislaus County
Home Advisor

Think Through Your Objectives

Dear Madelyn:

Your letter indicating your desire to develop plans for sabbatical leave is certainly timely. You need a year or more to develop a plan for productive sabbatical leave.

Perhaps the most difficult, illusive, and time-consuming step in planning any form of professional improvement, is determining your objectives for study as they relate to your responsibilities. From the information in your letter, I believe you are ready to think through and write out some carefully stated objectives. When your objectives are defined, they will help you find the answers to most of your other questions.

Since your undergraduate training was taken at the University of California, you may want to consider an institution in another part of the United States for study now. This would help broaden your learning experiences.

A full year of sabbatical leave also may offer you time to visit other extension workers tackling the problems of working with young families. The Federal Extension office can tell you where work of this kind is being done.

Since your major responsibility is in clothing and textiles, I suggest you ask the clothing specialists to recommend institutions where good teaching and research are available. They can help you narrow down the selection. At the same time, you will want to look at the communications courses offered at those institutions.

If you cannot take course work in all the subject matter areas you want to cover, there may be other ways of getting the information. Discuss with home management specialists the possibility of field trips to commercial concerns and testing laboratories.

You may want to consider the degree of flexibility allowed in selecting courses of study. An increasing number of institutions give graduate students an opportunity to take work that crosses department lines. This flexibility will be important to you in fulfilling your objectives.

"Should I work for an advanced degree?" This is being asked by many staff members who apply for sabbatical leave. The answer, it seems to me, lies in your own objectives, based on your own needs.

Your first responsibility in accepting the privilege of sabbatical leave is to fulfill the requirements of the sabbatical regulations "to enhance your service to the university." The trend toward higher degrees is strong and will have added importance in the future. But attaining a higher degree just for the sake of the degree itself should not be the ultimate goal.

Can you achieve your objectives and at the same time fulfill the requirements for an advanced degree? Experiences of other staff members who have had similar needs indicate that you can. Correspondence with department heads in the institutions you explore should help you answer this question.

You and the university are going to invest a year of your professional and personal life and a considerable amount of money in this sabbatical. So the State office resources are available to assist you in any way possible to develop a program that will make this year most profitable.

Sincerely,
Lucy M. Allen
Program Leader
Extension Education

A Home Agent with 10 years' experience asks

What Are Possibilities?

A Master's?

Claire Gilbert
Extension Training and Studies Specialist
College of Home Economics
University of Tennessee

Dear Miss Gilbert:

I strongly believe it is the duty of all extension workers to keep up professionally. And I know of no better way than through advanced study.

My bachelor's degree is from a State college and I would like to do graduate work at the University of Tennessee. I need more information about possible study plans that would help me most. I also would like information on course offerings and available financial assistance.

I often encourage other agents to plan for further study. They frequently ask me about advanced work since I am one of the senior agents in our area.

The need to be more efficient in training leaders in the county is one of my problems. These volunteers are capable, willing to accept responsibility, and anxious to contribute to our home economics extension program. I want to provide them the best training possible.

The Craft Workshop at Gatlinburg last summer was so helpful that I should like to have similar training in another field. Are there short courses of 3 weeks or less time that I might attend and earn graduate credit?

Short courses in clothing, program development, and crafts have been helpful in leader training. I would like more short term training while I wait for a concentrated period of study on a master's degree. What are the possibilities?

Very truly yours
Maurine Cassetty
Putnam County Home Demonstration Agent

Dear Mrs. Cassetty:

Your recent letter asks two questions that seem to be in the minds of many Tennessee home economics extension workers. You are concerned about short courses to provide immediate help and about graduate study leading to a master's degree.

You will be interested to know that short courses in family relationships and home management have just been made part of the summer program at the University of Tennessee. Both courses offer 3 quarter-hours of graduate credit. The content has been planned to provide agents, teachers, and others with current information in family life and home management.

These two courses are in addition to the Craft Workshop offered each year at Gatlinburg. Expert craftsmen come from many parts of the country to teach. Crafts may be taken as a 3 or 6 weeks' course.

As you have suggested, volunteer leaders need up-to-date information to help members adjust to economic, social, and technical changes. They look to you to provide their training. I am sure any of the courses—family relationships, home management, or crafts—would provide you with many new ideas and effective means of helping leaders.

You may want to consider the winter short course for extension workers, given for 5 weeks in February and March. This offers short courses in extension education and subject matter fields. It also gives students a chance to satisfy some requirements for a master's degree.

From your experience with short courses at Regional Summer Schools, the University of Tennessee, and the Crafts Workshop, you know the immediate values in such training. Yo would be wise to fit all the traini you take into a plan for advanc study leading to a master's degree.

Your interest in a master's degr from the university and your desire tell other agents about opportuniti seem to warrant a rather detail statement.

The University of Tennessee est lished the areas of Agricultural Exte sion and Home Demonstration Met ods in the Colleges of Agriculture a Home Economics. These areas a characterized by an individualiz and interdisciplinary approach to ucation. As a graduate student, y have opportunity to add to your tec nical know-how while improving yo effectiveness as an educator.

Offerings are varied enough to p vide a combination tailored to m your needs or those of any home e nomics extension worker. The sa can be said for agricultural agent

The university has a strong search program to support reside instruction. You, as a member of extension staff, make constant use research findings in your teaching

The thesis may be so developed to add depth to your knowledge i chosen aspect of your major ar This research experience will h you learn techniques useful in eva ating your progress, in report writi and in cooperating with extens studies.

To help finance graduate study, College of Home Economics has sistantships available in each dep ment. The stipend is $1,000 p waiver of tuition and fees. Other lowships in home economics are av able through Federal Extension S ice.

More detailed information on gr uate offerings for extension work is available in a brochure publis recently. The university catalog answer your more general questi

Let me know if I can provide ther information. Your talking w other agents may encourage them seek more training for professio improvement. I shall be glad to swer their questions also.

Very truly yours,
Claire Gilbert
Extension Training and Stu Specialist
College of Home Economics

An agricultural agent with 6 years' experience is

Charting His Course

Dr. Duane Loewenstein
State Leader
Extension Studies & Training
University of Nebraska
Dear Duane:

I would like your assistance in outlining and evaluating possibilities of further professional training. I now have over 6 years of experience in Extension. This followed 6 years of teaching vocational agriculture and 2 years in business.

Extension is my chosen career. My work has offered me stimulating challenges but has also created some problems. Briefly, these problems are in the areas of county administration, program development, and teaching methods.

My postgraduate work includes 12 hours in vocational education, 3 hours of extension summer school in farm and home management and agricultural policy, and a 3-week workshop in adult education.

There are other reasons why I am concerned about graduate study. Need for technological information and possible reorganization of county staffs to provide specialist help in various fields are among them. Furthermore, the role of Extension in serving both rural and urban people and the broadened scope of programs are important to my work.

I should mention family and financial considerations. My wife and our four children are comfortably settled in our home, purchased 4 years ago. Our extra funds have gone into our home, but we can make some financial adjustments. My wife will complete undergraduate work in elementary education this summer and might be able to obtain employment. But finances will be a major concern in undertaking advanced education.

These are some of the circumstances influencing my inquiry into a graduate study program. Your suggestions on charting a future course will be appreciated.

Sincerely,
Hugo J. Zimmerman
Platte County Extension Agent

In the Right Direction

ear Hugo:

Your letter indicates careful analis of the need for professional imovement to meet the pressing chalnges of today.

My suggestions for graduate study e limited to the opportunities availle. These opportunities are influced by your interests, age, underaduate record, ability in doing aduate work, present position and performance rating, potential job abilities, possible openings, and nily and financial situation.

I assume your long-range goals inde a graduate program leading to sters and doctorate degrees. Your st performance and personal potenlities seem to warrant this.

At this time we can offer you the portunity to take course work in Department of Agricultural Economics. This course work over a period of about three semesters and one summer session, could lead to a master's degree. Some of your completed graduate courses might apply toward requirements and electives of this program.

Although this suggested graduate experience might not be in direct line with your present major interests, it seems an appropriate direction. Opportunities could be explored at other institutions but financial assistance may be more limited elsewhere.

By the time you are in position to explore graduate experiences which could lead to a doctorate in your major interests, your family income can be increased as you indicated. Also, your master's level scholastic record can be important if you elect to work on the next level at another institution.

We can explore the possibilities further at a later date.

Sincerely yours,
Duane E. Loewenstein
State Leader
Extension Studies & Training

A home agent with 11-15 years' experience is

Coping with Family Living Problems

Mr. G. E. McProud
Extension Studies Specialist
University of Idaho

Dear Mr. McProud:

In recent county program planning work, many of the women's priorities and recommendations have been in the fields of the humanities and family relations.

As you know, I have had several years of experience and limited graduate study. Formal home economics training did not stress these subjects. To keep the county extension program up-to-date, I need specialized family living training.

This year four problems were foremost in the minds of the committee developing our county extension program. I would like to list these and ask how I might seek further training which would help me in counseling and assisting with these areas.

The four problems are:

What role does the homemaker fit into today and how can she prepare herself to adjust to this technological age?

How can homemakers guide and direct youth, who are maturing faster and marrying earlier, into a happy, useful life?

Young homemakers have not been trained for problems of husband and wife relationship, understanding of young children, best use of limited income, complexities of housing.

With standards of living at an all time high, manipulative skills are no longer so important. How can women learn to see the need to develop themselves in other ways than in these skills?

Sincerely,
Lucia L. Wilson
Extension Home Agent
Ada County

Consider Alternative Programs

Dear Lucia:

Your report that women of the Ada County program planning committees want more humanities and family relations information is in keeping with a nationwide trend. The major concerns of many homemakers are directed beyond food, clothing, and shelter to areas such as you have named.

You have helped with the problem of outlining a satisfactory study program by stating the specific fields in which you want to work. By taking into account your county's social situation, the extent of your formal training, your own personal interests, and the expressed desires of your cooperators, you have made an excellent choice of a study area.

Before deciding on a specific stud program, we must consider seven situations.

First, what are the types of pr grams you would consider underta ing? Several are available, includir selected reference reading, corre pondence courses, field extensi courses, short term schools for e tension workers, workshops, summ schools, part-time attendance at i stitutions of higher learning, and fu time college enrollment.

Before deciding on any of the study program possibilities we shou consider what effect each would ha on your family, home, and coun extension program.

Will you be able to continue livi as at present? Could you do cour work in addition to your regular j and home responsibilities?

As you know, the University Idaho's matching time program, attend short term schools, is offer to staff members with 6 or more yea of service. Would courses available this program meet your needs?

Courses in the humanities and fa ily relations are available at our ov State university and many other i stitutions throughout the count Some of these institutions offer wo that specifically applies to extensi situations and operations. I belie that work done under one of the programs would be productive a satisfactory.

When a long absence from the j is planned, consider the effect it w have on your present position and t overall program. Will the position available to you on your return?

What will be the cost of the a vance study? Several scholarshi are available to extension hor agents. We can jointly explore t possibility of securing such study a for you.

Almost everyone who has follow a well chosen course of advanc work, is pleased to have done it. T reward comes not only in a possil salary increase, but improved p grams and satisfactions both for o selves and for the people we ser I shall be glad to work with you mo specifically on this project.

Sincerely,
Elbert McProud
Extension Studies Special

An agricultural agent with more than 10 years' experience seeks

More Training in Sociology and Economics

Mr. Roger L. Lawrence
Extension Specialist in Training
Iowa State University

Dear Mr. Lawrence:

Many of us county extension directors who have been out of school for a number of years see the need for further formal education.

A recent study by the Professional Improvement Committee of the Iowa County Extension Directors Association shows that almost all of the 157 members look with favor on training that will lead to an advanced degree.

I'm sure from this study that I'm not alone in feeling a need for more further formal education.

The rapidly changing situation in my county calls for more education, particularly in sociology and economics. To help people solve community problems which are becoming more acute and more involved, we need thorough training in these subject matter areas.

In Guthrie County these problems are being brought about by a rapid decline in population, both on the farm and in town, and lack of new capital investment. All have a tremendous economic and sociological impact on the county people.

I took the off-campus course in education taught by Glenn Holmes in 1952. At Regional Extension Summer School in 1960 I studied Principles in the Development of Farm Policy and Public Relations.

It appears that my training needs could best be met through resident university study toward an advanced degree.

Many are in my position when it comes to "pulling up stakes" and going back to school. My wife and I have five daughters. We own our own home and are both active in community affairs. However, I live within 75 miles of the university.

I would appreciate your suggestions in regard to further training.

Sincerely,
Louie O. Hansen
Guthrie County Extension Director

Many Opportunities Available

Dear Louie:

I appreciate your letter expressing continuing interest in professional improvement. Many staff members have expressed the same or similar interests in the past few years.

There are a number of opportunities available to help you meet your needs. Additional opportunities can be made available as interest is expressed and as resources permit. We have covered some of these areas in our district conference programs and in some of our other inservice training events.

We might list some of the additional opportunities under the heads: informal on-the-job opportunities, formal on-the-job opportunities, and off-the-job opportunities.

Informal on-the-job opportunities include continuing inservice training at district conferences. In addition we can secure helpful reading references in the areas of your interests.

You mentioned having had the off-campus course in adult education. There are other possibilities. George Beal is currently starting an off-campus class in community development. I will suggest to your supervisor that possibilities for off-campus classes in your area be explored at your next district conference. There is also a possibility that we can organize more on-campus courses that could be taught at a time when field staff members could participate.

With Regional Extension Schools in winter as well as summer, more of our staff members are participating. There may be additional opportunities of interest to you from time to time.

Your letter indicates that off-the-job opportunities offer the most promise in meeting your needs. As you know, Iowa State has an excellent reputation for work in both economics and sociology.

We have a few extension assistant-

(See Many Available, page 23)

FELLOWSHIPS and S

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

Forms are available from State directors of extension. Applications must reach the Farm Foundation not later than March 1.

Grace Frysinger Fellowships

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 demonstration work in other States.

The fellowships, established as a tribute to Grace E. Frysinger, are $500 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. Forms can be secured from the State chairmen or the National chairman, Margaret Isenhower, Extension Home Economist, Courthouse Annex, Hollidaysburg, Pa.

Horace A. Moses Foundation

The Horace A. Moses Foundation, Inc., West Springfield, Mass., is providing 102 scholarships of $100 each, 2 in each State 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 w with rural youth.

The scholarships are to be used attendance at one of the appro short-term (3 weeks or longer) sch for extension workers. The applic is to enroll in the 4-H course p others of his choice.

Applications must be made by J uary 1 for winter school and by A 1 for extension summer school. plications should be made throu the State director of extension to Extension Training Branch, Fede Extension Service, U. S. Departm of Agriculture, Washington 25, D.

Sarah Bradley Tyson Memorial Fellowships

The Woman's National Farm Garden Association offers Sa Bradley Tyson Memorial Fellowsh of $500. They are for advanced st in agriculture, horticulture, and lated professions." The term lated professions" is interpre broadly to include home econom Again this year the Association making available two such fel ships.

Applications should be made Mrs. Robert A. Lehman, 235 E 22nd Street, New York 10, N. Y.

Farm Foundation Scholarships for Supervis

The Farm Foundation offers scholarships to extension supervis

The Farm Foundation will pay $ toward the expenses of one supervi per State up to 20 States enrolled the supervisory course during 1962 summer session at the Natio Agricultural Extension Center for vanced Study.

IRSHIPS

Applications should be made by April 1 through the State directors to R. C. Clark, Director, National Agricultural Extension Center, University of Wisconsin, Madison 6, Wis.

Farm Foundation Marketing Scholarships

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 the University of Wisconsin.

The Foundation will pay $100 to each recipient.

Applications for scholarships should be made by April 1. They should be sent through the State director of extension to Associate Dean E. E. Kivlin, College of Agriculture, University of Wisconsin, Madison 6, Wis.

National Agricultural Extension Center For Advanced Study

Fellowships are awarded annually on a competitive basis to degree candidates or special students.

Fellowships are limited to persons 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 as individuals to be employed in the near future for administrative, supervisory, or statewide training responsibilities.

For students without other financial support, fellowships amount to $1,000 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.

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 1962, must be received not later than March 1, 1962.

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

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

University of Chicago Extension Fellowships

The Department of Education, University of Chicago, will make five university extension fellowship grants in 1962-63.

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, 1962.

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, motives in seeking advanced training, and leadership potential.

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

Six National 4-H Fellowships of $3,000 each are available to young extension workers who are former 4-H members. These are 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, Chcago, Ill., and four by Massey-Ferguson, Inc., Detroit, Mich.

Fellows may study at a Washington, D. C. area 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, 1962. Deadline for application is March 1.

(Continued on next page)

Pfizer Awards

The Agricultural Division of Chas. A. Pfizer & Co., Inc., of New York, N. Y., will sponsor two fellowships to be awarded in the fall of 1962 for graduate study leading to a degree.

The fellowships are available to county agricultural agents (including associates and assistants) doing adult or 4-H work in animal husbandry, dairy, or poultry management. The awards are $3,000 each.

Applications may be obtained from the State extension director. Any county agricultural agent with a minimum of 5 years' experience may submit an application to his 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, 1962, to the Extension Training Branch, U. S. Department of Agriculture, Washington 25, D. C.

Sears-Roebuck Foundation and National 4-H Club Foundation

Fifty 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 workshop will be held June 18-July 27 at the National 4-H Center, Chevy Chase, Md., in cooperation with the College of General Studies, George Washington University.

Scholarship applications will be open to men and women extension workers from each State and Puerto Rico. States are encouraged to nominate teams of two or more staff members.

Special consideration will be given to extension supervisors, State leaders of training, State 4-H club personnel, family life specialists, and others having responsibility for training in this field of study.

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.

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 Extension 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 should be made by January 1 for winter school and by April 1 for summer school. They should be sent through the State director of extension to Dr. Joseph Ackerman, Managing Director, Farm Foundation, 600 South Michigan Avenue, Chicago 5, Ill.

Fellowships, Scholarships and Assistantships in Extension Education

University of Florida: One fellowship of $1,650 and one teaching and research assistantship of $2,000. Contact Dr. E. G. Rodgers or Dr. S. E. Grigsby, College of Agriculture, University of Florida, Gainesville, Fla.

University of Tennessee: College of Home Economics. One assistantship of $1,000 plus waiver of tuition and fees. Contact Dr. Claire Gilbert, Extension Training and Studies Specialist, College of Home Economics, University of Tennessee, Knoxville, Tenn.

Washington State University: Edward E. Graff Educational Grant of $600. (The grant is awarded in amounts of $200 on a semester basis and upon completion of the research report.) Contact E. J. Kreizinger, State Leader, Extension Research and Training, Washington State University, Pullman, Wash.

Ohio State University: One research assistantship of $2,400. Contact Dr. R. W. McCormick, Assistant Director, Ohio Extension Service, 212 Fyffe Road, Ohio State University, Columbus 10, Ohio.

Kansas State University: Two assistantships of $3,000 each. Contact Dr. W. E. Ringler, Assistant Director, Kansas Extension Service, Kansas State University, Manhattan, Kan.

Cornell University: Teaching Research Assistantships—$2,500 each, a limited number of tuition and fee scholarships on a competitive basis—approximately $600 each. Contact Dr. J. Paul Leagans, Professor of Extension Education, School of Education, Cornell University, Ithaca, N. Y.

References on Scholarships And Fellowships for Graduate Study

The following publications are references on scholarships and fellowships for graduate students.

Feingold, S. Norman. *Scholarships, Fellowships and Loans.* Boston: Bellman Publishing Co., Inc., 195 (3 volumes).

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).

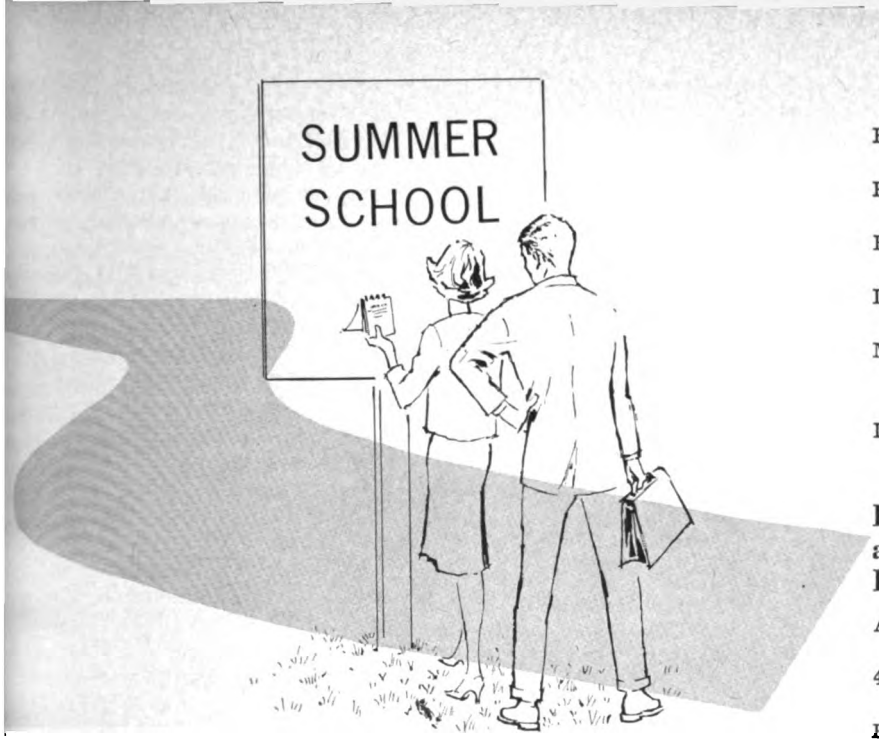
Wilkins, Theresa Birch. *Scholarships and Fellowships Available at Institutions of Higher Education.* Federal Security Agency, Bulletin 195 Washington, D. C., U. S. Government Printing Office, 1951.

Schiltz, M. E. *Fellowships in the Arts and Sciences 1962-63.* Washington, D. C.: American Council on Education, 1961.

Ness, F. W. *A Guide to Graduate Study.* Washington, D. C.: American Council on Education, 1960.

"Opportunities for Graduate Assistantships, Fellowships and Scholarships." *American Journal of Home Economics,* February issues—196 1962.

U. S. Department of State, Bureau of Educational and Cultural Affairs. *Educational and Cultural Exchange Opportunities.* Washington, D. C. U. S. Government Printing Office, 1961. (Publication 7201).



Brochures describing course offerings, registration information, and housing accommodations at extension summer schools are available from:

Colorado State University: Howard D. Finch, Education and Training Officer, Cooperative Extension Service, 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.

Colorado State University Fort Collins, June 18-July 6

Organization and Development of Extension Programs, E. L. Kirby, Ohio
Principles in the Development of Youth Programs, R. O. Monosmith, California
Impact of Change on Home and Family Living, 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. Timm, Texas
Human Behavior in Extension Work, Bardin Nelson, Texas
County Extension Administration, L. M. Schruben, Federal Extension Service
Community Development, Stewart G. Case, Colorado

University of Wisconsin Madison, May 28-June 16

Evaluation of Extension Work, P. G. Boyle, Wisconsin
Rural Sociology for Extension Workers, D. E. Johnson, Wisconsin
4-H Club Organization and Procedure, John Banning, Federal Extension Service
Supervision of Extension Programs, Marlys Richert and R. C. Clark, Wisconsin
Extension Methods in Public Affairs, J. B. Kohlmeyer, Purdue
Personal and Family Finance, Louise A. Young, Wisconsin
Extension Communications, M. E. White, Wisconsin
Land Use Planning for Extension Personnel, R. J. Penn, Wisconsin
Marketing and Utilization of Agricultural Products, Robert C. Kramer, Michigan State
Development of Extension Programs, Gale VandeBerg, Wisconsin

Prairie View Agricultural and Mechanical College Prairie View, Tex., June 4-22

Agricultural Communications, Joseph Bradford, Federal Extension Service
4-H Club Organization and Procedures, Dewey Lantrip, Arkansas
Rural Health Problems, Lucile Higginbotham, Georgia
Development of Extension Programs, O. B. Clifton, Texas
Extension Teaching Methods, Harlan Copeland, Federal Extension Service
History, Philosophy and Organization of Extension Service, Kate Adele Hill, Texas

Cornell University Ithaca, N.Y., July 9-27

Principles in the Development of 4-H Work, Russell Mawby, Michigan
Extension Evaluation, Laurel Sabrosky, Federal Extension Service.
Farm Policy Education, K. L. Robinson, Cornell
Psychology for Extension Workers, Edward V. Pope, Federal Extension Service
Program Development in Extension Education, J. Paul Leagans, Cornell
Special courses will be offered for foreign nationals.

An agricultural agent with 17 years' experience asks

How Do I Stay Technically Proficient?

Dr. Randel K. Price
Extension Education Specialist
University of Arkansas

Dear Dr. Price:

How does one keep fully informed in a rapidly changing and highly technical agriculture? No doubt many of us "older" agents are confronted with this problem which causes me great concern.

Our farms are highly specialized and at the same time highly diversified. It is not uncommon for a grower to plant a half-dozen or more crops within a year, double and even triple-cropping some of his land. Intensified cropping tends to increase production problems.

Many vegetable crops are grown under contract with the processor or handler. Most processors have fieldmen who work with growers on production problems.

Broilers are raised under a similar arrangement with technical help provided by the integrated companies.

Because of these arrangements, many growers depend on company fieldmen for many types of technical information. Frankly, I feel that I must become more proficient to meet the demands of a more specialized farm audience.

How do I stay technically proficient —and fulfill my own desire to do a better job? In the early forties I began going back to the campus periodically for specialized courses. I'm presently enrolled in an extension course in public relations.

Most of my course work has been in the field of economics—farm management, cooperatives, farm marketing, etc. Economics is important and the courses I've taken have been helpful. But weed control practices, disease and insect control programs, improved varieties, and a host of other things are important, too.

Week-long inservice training courses are good, but can't go into detail. Professional journals are fine, but I find it difficult to read them all.

I hope I've acquainted you with my dilemma. What should I do? More of the same? More short courses? More inservice training? Read more? Or should I take time off and enter college again for an advanced degree?

Yours very truly,
E. H. Pritchett, Jr.
Crawford County Agent

A Host of Opportunities

Dear Mr. Pritchett:

Today many agents find themselves in a situation similar to the one outlined in your letter. Every good extension agent is concerned about his own professional improvement. The question is, what program or combination of programs will be most beneficial to the individual?

The State Extension office and the College of Agriculture realize th more opportunities must be provid for professional advancement. I w outline some possibilities that y and your supervisor can discuss. Th you can decide which can be m profitable to you.

About 85 Arkansas agricultu agents are working toward maste degrees in the General Agricultu Program. This program offers opp tunities for agents to update the selves in subject matter. It is su ciently flexible so that an agent m outline his program of study to s his own needs. Many courses c be completed in short courses or su mer sessions.

I note that over the years you ha completed 15 hours of course wo that might fit into this general p gram.

Several short courses will be offe during the next few months. Sin this is a long-range and continui program, additional subject mat short courses will be offered duri the winter terms each year. Wh desirable, these may be taken graduate credit. But an agent d not need to be pursuing a degree p gram to enroll.

The courses which will be offe soon are: Economic Developme Problems in the South, Beef Prod tion, and Identification and Cont of Plant Diseases.

Three and 6-week summer sch plans here include courses in: vanced Farm Management, Agric tural Cooperation, Economic Devel ment Problems in the South, Prin ples of Extension Teaching, Princip of Experimentation (statistics), a subject matter courses in agronon animal industry, and other depa ments.

Though you did not specifically fer to extension methods training portunities, I call some of these your attention. The regional scho at Cornell, Wisconsin, and Colora offer this type of training each su mer. The University of Georgia a the University of Arizona offer 3-w winter programs. You will also re that I teach a 3-week course e summer entitled Principles of Ext sion Teaching.

Numerous courses offered by g

(See Opportunities, page 23)

A home agent with more than 16 years' experience needs

Aids To Reach Urban Homemakers

Miss Eunice Grady
Assistant to State Home Demonstration
Agent in Training Program
Florida State University

Dear Miss Grady:

Will you help me with a training problem of the Dade County home demonstration agents?

As you know, our county population —practically all urban or suburban— is expanding beyond belief. We home demonstration agents may be missing the best opportunity for making ourselves known as an agency for practical education on family living by not appearing on television.

I would like to take a course that would give me a better understanding of TV and prepare me to put on acceptable programs. Perhaps then we could have a regular time on the local station.

This summer the University of Miami is offering a 3-week Institute of Television. Dr. Stanley Head, director for the Institute, has accepted me if I may enroll. Laboratory work will be done in the local TV studios, which should give me helpful contacts.

May I have your recommendation for this course as a substitute for a regular summer school course?

Sincerely,
Olga M. Kent
Dade County Home Demonstration Agent

A Good Local Resource

ear Miss Kent:

Your district home demonstration gent and I have discussed your letter bout the television course. We agree at being able to do TV programs ould help Dade County home demstration agents reach homemakers ou never would be able to see perally. Training in content and techiques of telecasting will certainly make you feel more confident in presenting programs. It also should influence station managers favorably.

Our leave policy provides 3 weeks in-state time for study and professional improvement. I recommend that you take this television course and think you are taking advantage of a good local resource in doing so.

After you have completed the course, I hope you will teach the assistant agents, so all of you can participate in programs. Let me know, after you have given TV programs for a while, what you are doing and how the course helped.

Sincerely,
(Miss) Eunice Grady
Assistant to State Home Demonstration Agent in Training

tudy Proves ts Value

ar Miss Grady:

This is a delayed report on the Initute of Television which I attended id which benefited all of us.

The Institute proved to be a stimuting experience. The class of 16 peoe came from various places in the ited States and represented almost ery phase of television interests expt engineering students.

Thirteen days were spent in the stuos of WTVJ where we had lectures every phase of television program production. We worked in alternating teams so that in "dry runs" we had opportunities to man every post.

At that time there were only two stations in Miami. We toured their sending stations where the first two huge towers had been built. Now we have three regular commercial channels and the public school educational channel.

I have been a guest on each of these stations and have assisted with women's and 4-H girls' programs. At first, we were reluctant to request a regular program because of the preparation time it would take. But we have been on the air at least once a week for over 4 years. We take turns doing programs of timely information aimed at newcomers.

We are introduced as home demonstration agents. Printed cards shown at the end of the program give the addresses and phone numbers of the Miami and Homestead extension offices. On about one-third of the programs we offer printed matter. Much of our mail comes from other counties.

Extension teaching lends itself superbly to television work. I know that the course at the University of Miami helped me understand how to present material. I have helped train the assistant agents and they do well on

(See Study Value, page 22)

A district agent with 31 years' experience seeks

Improved Ways to Work with People

Dr. Maynard C. Heckel
State Training Leader
Virginia Agricultural Extension Service

Dear Maynard:

During the past few years, a great deal of emphasis has been placed on the value of continuous training for extension workers so as to be able to cope with modern problems and to develop modern State and county programs.

District agents also find themselves in need of training to be able to effectively counsel agents under their supervision. There are several fields in which I feel that I need training.

Most pressing is the field of personnel management. I am not satisfied with my ability to stimulate and guide county workers. I am particularly interested in developing skills in working with young agents.

I am aware also of a need for training in public relations. A particular problem is creating the proper image of a modern extension worker and his responsibilities in the minds of the people with whom he works. Many problems are caused by lack of public understanding of Extension's role in total resource development.

I would appreciate help in gaining a better understanding of the evolution of Extension. This would include program content and methods used in involving people in extension program development and execution.

One of the great needs of all extension workers is better understanding of psychology and group dynamics. I could accomplish more as leader of a district staff and in involving people in extension activities with more skill in this field.

Maybe a week-long seminar involving all district agents and a staff of discussion leaders and resource people would help.

Virginia district agents agree we could all be more effective with training in the fields mentioned. Your assistance will be greatly appreciated.

Yours very truly,
G. H. Clark
District Agent

Behavioral Sciences

Dear G. H.:

Your point, placing emphasis on the importance of continuous training, is well made. I agree that supervisors as well as county workers need to develop an active plan for professional improvement.

All the areas of concern you outlined in one way or another relate to working with people. You have focused on the behaviorial sciences including psychology, sociology, and social psychology. We all recognize that a majority of extension staff members lack basic training in these disciplines.

Since you have just completed 31 years of service with Extension, you are probably looking forward to retirement in the not too distant future. This should not suggest that you "tread water" for the next few years. But I feel it should be considered in planning your professional improvement.

Your years of experience are a decided advantage in seeking out and applying much of what is known about working with people. You have de onstrated your abilities along this li

In view of your background and perience, I suggest you consider t following for your professional i provement.

Planned Reading Program. I kn you do a great deal of reading. tached is a suggested reading list. have indicated those books and pu lications that relate to the speci areas outlined in your letter.

Staff Seminars. I have given great deal of thought to organizing monthly supervisory staff semin Consider the advisability of all sup visors meeting together once a mon to discuss topics of mutual conce "Local talent" here at VPI could drawn on.

Summer School. Each summer, connection with the regular Regio Extension Summer School, the U versity of Wisconsin offers a 3-we course in supervision. This wou give you a chance to discuss mutu problems with other supervisors fr across the country. It also would pose you to study and reading exp ences in the areas of immediate c cern as well as developing a grea

appreciation the contributi of the behavio sciences to y work. You mig also revi course offeri at other regio summer schoo

USDA Graduate School. Give so thought to correspondence courses fered by the USDA Graduate Sch One offered in 1961-62, for exam is 201C Administration and Supe sion—Basic Principles and Practi

Periodicals. I am enclosing th periodicals you may be familiar wi

(See Behavioral, page 22)

A State home economics leader with 2 years' experience wants

Help in Evaluating County Work

Miss Josephine Pollock
Assistant State Leader
Home Economics Extension
University of Wisconsin

Dear Miss Pollock:

During the past 2 years, I have faced many questions from agents. To obtain the best answers, perhaps I need additional training.

For example, I've recently had these questions from home agents. What are the home agent's responsibilities in resource development? How well do I teach? What are some new techniques I can use? How can I help people recognize their needs in family living? How well am I doing my present job and what can I do to improve? How can I keep adding new projects and reaching new audiences when present ones take all my time?

We are becoming increasingly aware that our home economics program must focus on the family in the community. Resource development and community improvement are being emphasized. I would like suggestions for further training in resource development and community improvement projects.

Last week while I was working with leaders of a home demonstration council, it became more apparent that some people do not recognize real needs. Working with people and helping them see needs is an area in which I am vitally interested. I would be glad to know what you suggest for additional training.

Every person desires to know "How am I doing?" Systematic evaluation of the results of teaching is needed. Do you have suggestions for additional training in this area?

If we're going to reach new audiences, we need to know about new teaching techniques. New ideas for visual aids, effective educational exhibits, and use of mass media are specific methods in which I need information.

At present the areas suggested appear most urgent. This much seems to call for an additional year of training. At the present time, however, I do not wish to take leave for study. I know you will have some suggestions and I look forward to your letter.

Sincerely yours,
Ava Marie Peterson
Assistant State Leader
Home Economics Extension

Train on the Job

Dear Marie:

I was much interested in your letter about the problems you face in supervision. From my own observation and comments from agents and your coworkers, you are doing a grand job.

You asked for suggestions for additional training. Your undergraduate major is Home Economics Education and your Master's Degree is in Cooperative Extension-Administration. You've had experience as a high school teacher, as a county home agent, and now you begin your third year as a supervisor.

For further training, why not right on the job? Here are my suggestions in relation to the questions you raised.

"What are the home agent's responsibilities in resource development?" Perhaps you got helpful suggestions at the symposium, Defining Our Roles and Adjusting Our Workloads to Meeting the Challenge in Resource Development, at annual conference. Staff meetings also offer opportunity for discussion of resource development by both men and women supervisors. Timely memos and other printed materials also will prove helpful.

Josephine Pollock, assistant State leader of home economics (left), guides Mrs. Marie Peterson in selecting reading matter which will help her train on the job.

Good teaching methods are certainly important. Much help is available. For example, Agricultural Journalism Department members offer help in use of mass media. The Bureau of Audio-Visual Instruction is a wonderful source of audio-visual aid.

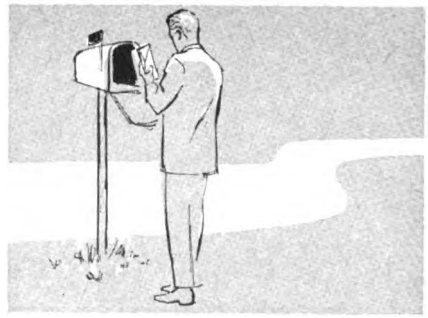
You also can get much information in the University Library, particularly the periodical room. Suggested reading lists are available at my office.

As to helping people recognize their needs, why not ask Dr. Gale VandeBerg, assistant director-program plan-

(See Train on Job, page 22)

A specialist with
1 year's experience seeks

Understanding of Human Relations



Dr. Ernest W. Anderson
Leader, Extension Education
University of Illinois

Dear Dr. Anderson:

I have been extension specialist in soil and water conservation since November 1960. During this time I have encountered many problems different from those of my previous positions as vocational agriculture teacher, assistant county farm adviser, and county farm adviser.

My educational background includes a B. S. and a Master of Education. Both degrees are from the University of Illinois.

One of my responsibilities is as liaison between organizations and individuals in other agencies and groups allied or associated with soil and water conservation work. To do this effectively, it is necessary to develop skills and insight in human relations. Broad understanding of technical needs and contact with all university departments concerned with soil and water conservation are also essential.

Have you suggestions for additional educational experiences that should help me better meet new problems? I realize how important technical subject matter is in soil conservation, but improving the working relations a interactions of different groups is n greatest challenge.

I need help in answering questio such as: Why don't farmers ado conservation plans faster? How c we get more conservation practic on the land? How do we do effecti program planning?

I would appreciate your reactio and suggestions concerning ways handling this situation.

Yours very truly,
Robert D. Walker, Special Soil and Water Conservati

Social Sciences Will Help

Dear Bob:

You show a keen awareness that we operate in the emotional or psychological forces of human behavior when we, as teachers and leaders, try to develop understanding and acceptance of technical information.

Your statements concerning your educational needs remind me of something an assistant director in another State once said: "I can't recall a single case of any of our extension people being fired because of a lack of technical knowledge. But we have lost quite a few because they couldn't get along with people."

Neither of us would depreciate the importance of superior technical information to the professional education of an extension specialist. But if we cannot help another person understand what we know, we are almost useless as a teacher-specialist.

This was recognized by extension administrators when they organized the Regional Summer and Winter Schools for extension workers. These regional schools have courses to help people with problems similar to yours. An additional educational advantage in these schools is the opportunity to exchange opinions and experiences with people of similar backgrounds.

Helpful formal courses on this campus include psychology, social psychology, sociology, business administration, personnel management, and adult education. You can find answers to many of your questions concerning human relations and the diffusion process in these social science areas.

As you study the psychology of learning, you will learn why people are slow in changing their attitudes and habits. Social psychology and sociology will give additional insight into the social forces which govern people's behavior.

As you relate the principles of the social sciences to your work, you will see many close relationships. For example, what we call extension p gram planning is closely related, terms of principles, to educatio curriculum planning.

You may want to take courses a explore areas of interest that mig challenge you to go on for a docto degree. You might investigate t possibilities of a degree in adult ed cation. In such a program, you mig be able to minor in technical cours related to soil conservation.

Some College of Agriculture facul members are interested in improvi their skills as teachers. You are w come to join this group in their formal seminars. We are also orga izing a seminar of extension admi strative personnel. You can give some good direction by bringing yo problems before this seminar.

I hope these suggestions are helpf to you. I am glad you appreciate t importance of what the social scienc can teach us. It is our responsibili to apply the principles to the worki situations in Extension.

Yours very sincerely,
Ernest W. Anderson
Leader, Extension Educati

A specialist with 20 years' experience faces

Changing Audiences

Miss Fanchon Warfield
Leader, Extension Training
Ohio State University

Dear Miss Warfield:

In looking forward to study leave, I have given much thought to some areas in which I need additional training. I've been in the family life field over 20 years and a specialist here in Ohio for 16. Tremendous changes during these years have brought continuing challenges.

There are changes in every facet of our work. Several are of particular interest to me and seem to have importance in our work. Let me review these changes briefly.

Our people seem to be less community or neighborhood oriented. Suburbanites and rural dwellers are ranging farther afield for church and school affiliations, recreation, and social life.

Changes in the life cycle and family cycle patterns are resulting. Young married people are having their children over a shorter span of time. This produces an extended "middle marriage" period for adult couples in the prime of life.

We have a longer life span. We also are developing a two-stage senior citizens groups—recently retired but active persons (often couples) and truly older citizens (often widows).

Today young people must make important decisions during adolescence in regard to education, vocation, military service, and marriage. Parents of these young men and women are searching for effective help and guidance.

In addition to these changes which keep us constantly learning and studying, we are moving into new approaches in Extension's work with people. As we do, we will expand our contacts with different groups. Value systems and goal orientation are deeply rooted in our background and experience. Effective communication depends on understanding and appreciation of these differences.

I feel that keeping up-to-date with subject matter and methods of communication is a continuous process. In terms of possible study areas, I would give priority to: differences and similarities in socio-economic groups, analysis of the adjustments and challenges presented by the present and projected picture of the family life cycle, counseling with youth and parents, and adjustment needs for the senior years.

Your suggestions for an effective professional improvement program contributing to these needs will be greatly appreciated.

Sincerely yours,
Lucile Pepoon
Extension Specialist, Family Life and Child Development

Many Avenues

Dear Lucile:

The thought and time devoted to your study plans reflect your desire to continually gain better understanding in your field.

To effectively put across our subject and help people adjust to rapid change, we must re-examine the methods and techniques we've been using, and perhaps add new ones.

I feel the priority ratings you placed on the needs in your area could be met in several ways.

Communications: Review the communications offerings from various universities. As a followup to our State communications workshop, this would give you an opportunity to delve deeper into particular interest areas and gain further skill and experience.

Family life cycle: You attended the Human Development-Human Relations workshop in 1953 but you may want to pursue this area further. Understanding of human relations is vital to effective extension programs.

Workshops and institutes in family life are scheduled regularly in other States. You might wish to look into what they are offering.

Socio-economic groups: Many social agencies have programs for senior citizens. Staff members from some of these agencies contributed to a series of telecasts presented this summer by the home economics agent in Cleveland. You might like to visit and observe programs of some of these groups.

You also could register at Ohio State University for a special problem, set up your objectives and the procedures for an evaluation study, and receive credit for your work.

Counseling: Parent education programs at the University of Chicago might interest you.

Research: As you know, it is almost impossible to keep up-to-date on the research in family life and child development. An intensive study of research in your area would be interesting and worthwhile.

Your careful review of the many changes in your subject matter area has opened many avenues to increase your professional competence. My best wishes to you in your studies.

Sincerely yours,
Fanchon Warfield
Leader, Extension Training

STUDY VALUE

(From page 17)

their own. Personal sincerity is important on television.

We have improved our techniques by criticizing one another. We use a receiver in the Miami office to monitor each other's programs.

In the past 4 years our telephone calls increased 50 percent. This is at least partly due to being better known through television programs.

My study in the Institute of Television has certainly proved its value—in personal satisfaction and expansion of the county home demonstration program.

Sincerely,
Olga M. Kent
Dade County Home Demonstration Agent

BEHAVIORAL

(From page 18)

Adult Leadership, Personnel Journal, and Supervision are examples of periodicals not oriented toward Extension but with content applicable to problems in extension supervision.

Recognition of the need for continuous professional improvement is really important. Once you see the need, there are many ways you can go about satisfying it.

Best regards,
Maynard C. Heckel
Training Leader

YOUR PEN AND PAPER

(From page 3)

teaching function assigned to us. In a county assignment, we have to show that we can make personal contacts with lay people and be accepted by them, interpret scientific information in a good demonstration or talk, write news articles, and otherwise carry on the job.

● *Achieving team status.* Close on the heels of the first task, we must learn to picture ourselves as members of a team. We must begin to indentify ourselves mentally with other phases of extension work. We must recognize our obligation to develop understanding and appreciation for the work of others on the team. We must get a feeling for "our" program, "our" results.

● *Achieving organization-mindedness.* In the third task, we take a step back out of the main spotlight and learn to work through others in cooperative organization. We adjust to allow leaders "to learn by doing," to do their own thinking. We learn to give guidance but not direction, to draw people out, not tell them what to do.

● *Becoming management-conscious.* Closely allied to the previous career tasks is becoming management conscious. Under the growing job pressures, we may lose control of our management skills. Yet, training could help us learn to analyze the whole job, decide on important things to do, set up systematic procedures for meeting different sorts of demands, attack each job directly, and marshall resources. This requires a knowledge of management, but even more, a belief that we are decision-makers.

● *Achieving a professional attitude.* As a fifth task, we must become truly professional in attitudes. We must seek ways to contribute to our profession as well as to gain from it. We must meet personally the requirements of a profession, such as: a long period of specialized preparation, a code of ethics, high work standards, willingness to accept responsibility, and participation in a self-administered professional organization. To be truly professional, we must search continually for the better way.

● *Making way for replacement.* The last career developmental task may be making way for one's own replacement. It requires us to "move over" and watch someone else do "our" job in a different way. We not only learn to give over parts of the job but make the way smoother for those who are to follow.

Do all these leadership needs and career tasks seem insurmountable? No one person can master all the knowledge and skills useful in an extension program. But this does not release us from starting somewhere.

Perhaps some of us find our chief problem is not knowing where to begin. Want advice or counsel? Help is as near at hand as your pen and paper.

Those who have recently undertaken some form of professional improvement, college advisers, directors, supervisors, State leaders of training, your family have advice or counsel for you. It is yours for the askin Of course, it takes a willingness listen.

Improvement of oneself is a ve personal matter, but it releases o own powers of analysis if we a someone to think the thing throu with us or use a questioning approa to help bring out our own thinkin But it is self evaluation that mu trigger improvements.

TRAIN ON JOB

(From page 19)

ning, for assistance? He may be wil ing to work with you trying out sp cific approaches and procedures i two or three counties.

Course work in social psycholog has given you background for helpin agents. If you wish more work in hu man relations, the course, Social Be havior Dynamics might be helpful Perhaps you can work it into you schedule or plan ahead for summe school.

How can you know how well agent are doing and what they can do t improve? Nothing takes the place o planned, systematic, unhurried supe visory visits to a county. Records o each visit can be a basis of compar son at later visits and a means o clarifying or pinpointing your obse vations.

Real proof of an agent's ability the progress made in the county pr gram. This must be judged in rel tion to specific county situations. Th evidence is found in long-time pr gram evaluation.

Since you took a course in perso nel management, summaries of ne studies have become available. Thes should be useful to you.

Agents ask, "How can I keep ad ing new projects and reaching ne audiences?" To answer this, systen atic evaluation of the county progra is necessary.

In September 1960, we had a 3-da workshop on evaluation and set ce tain goals. In May 1961, we evaluate what we had done to date, reviewe the role of the supervisor in trainin agents how to evaluate, and mad recommendations. Maybe you ca think of new ways to put some of th ideas to work.

In addition to working on these re ommendations, why not make a stud

our outstanding home demonstration agents, one from each Extension ervice region, are shown receiving their $1,500 Pfizer fellowship wards. The awards were presented at the 27th annual meeting of e National Home Demonstration Agents' Association in Boston in ctober. The winners (left to right) are: Margaret F. Morton, Knoxlle, Tenn.; Mrs. Caroline W. Schnably, Weston, W. Va.; Mrs. Dorris Roy, McMinnville, Ore.; Alga D. Weaver, New Philadelphia, Ohio. The awards were presented by Herbert L. Schaller, manager of agricultural public relations for Chas. Pfizer & Co., Inc. These fellowships make it possible for home agents to pursue professional training through graduate study, travel or both.

one of your counties? This can rm a basis on which future program rogress can be measured. The train-g staff can help you in this project. I'm glad you are actively interested continued study.

Sincerely yours,
Josephine Pollock
Assistant State Leader
Home Economics Extension

MANY AVAILABLE

(From page 11)

ips to help field staff members se-ure advanced training in the field of heir choice. In addition, the depart-ent of economics and sociology has limited number of teaching and re-earch assistantships which might in-erest you.

I hope I have indicated some of the pportunities available. Perhaps we ould discuss this in more detail in he near future.

Sincerely yours,
Roger L. Lawrence
Extension Specialist, Training

OPPORTUNITIES

(From page 16)

eral extension also can be useful to agents.

Now let's look at some of the planned noncredit opportunities. A 4-day inservice program on Economic Development and Social Improvement is planned for January 1962. Also in 1962 we will be holding area training conferences. These meetings deal with specific subject matter and usually involve a two to four county area. This is an excellent opportunity for you to request the specific subject matter training you need.

Courses and training meetings, Experiment Station visiting days, conferences with research workers and extension specialists, professional journals, and other reading can be combined into a planned professional improvement program.

The real answer to your question about staying technically proficient may be that we must never stop learning. We must recognize our problems and regularly take advantage of training opportunities.

Sincerely yours,
Randel K. Price
Extension Education Specialist

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 2170	Roofing Farm Buildings—*New (Replaces F 1751)*
F 2171	How to Control a Gully—*New (Replaces F 1813)*
F 2172	Moldboard Plows—*New (Replaces F 1690)*
F 2193	Farm Fences—*New (Replaces F-1832)*
F 2176	Raising Dairy Calves and Heifers —*New*
L 498	White Clover for the South—*New*

UNITED STATES
GOVERNMENT PRINTING OFFICE
WASHINGTON 25, D. C.

OFFICIAL BUSINESS

PENALTY FOR PRIVATE USE TO AV
PAYMENT OF POSTAGE, $300
(GPO)

Our DAILY BREAD

ALMOST everybody eats bread or other grain products. The chances are you had bread or cereal this morning for breakfast.

U. S. citizens consume about 150 pounds of bread and cereals per person each year. In a nationwide survey, 97 percent of the families interviewed reported that they ate bakery bread.

Variety Available

One reason behind the popularity of grain products is the variety of flavors and forms available.

Cereals made from wheat, corn, rice, or oats can be found in flakes, puffed grains, letters, doughnut, or biscuit shapes. These ready-to-eat cereals were an American innovation. Home-cooked cereals, common to American breakfasts since colonial times, are still popular.

The same grains are also found in bread, sweet rolls, biscuits, doughnuts, corn bread, and crackers. Crackers are made not only from various grains, but with different added flavors—cheese, poppy or carroway seeds, bacon, garlic, onions, etc.

For busy, modern homemakers, breads are available in different stages of preparation. Biscuits that pop out of cans, partly baked rolls, frozen dough that is ready-to-bake, and bread and cake mixes answer consumers' demands for convenience.

Improved Food Value

Today's bread and cereal are not only more convenient, but more nutritious.

Many cereals have small amounts of thiamine, riboflavin, and niacin added. Some new concentrated cereals contain up to 10 times the thiamine and riboflavin and 35 times the niacin in the original grain.

These three nutrients are essential to healthy nerves, skin, vision, and appetite. The U. S. Daily Food Guide recommends at least four servings of whole grain or enriched bread or cereal per person each day.

All cereal grains have high nutritive value. Calories per ounce are almost the same for all cereals. Gra products are among the cheape sources of nutrients.

Scientific enrichment with iron a vitamins has improved the nutritio quality of white bread. When mi solids, nonfat; soya flour; whe germ; and similar products are inco porated in bread or cereals, the fo gains added value.

Through agricultural researc grain products have been greatly i proved. Research has enabled farme to produce more and better qualit foods.

Yet the farmers receives only fraction of what consumers pay f foods. For example, the farmer ge only 2.3 cents for the corn in a 2 cent box of corn flakes or the whea in a 20-cent loaf of bread.

Less Real Cost

All these production, nutritiona and convenience improvements a available to consumers at less "re cost." Research has helped give co sumers more for their food dolla

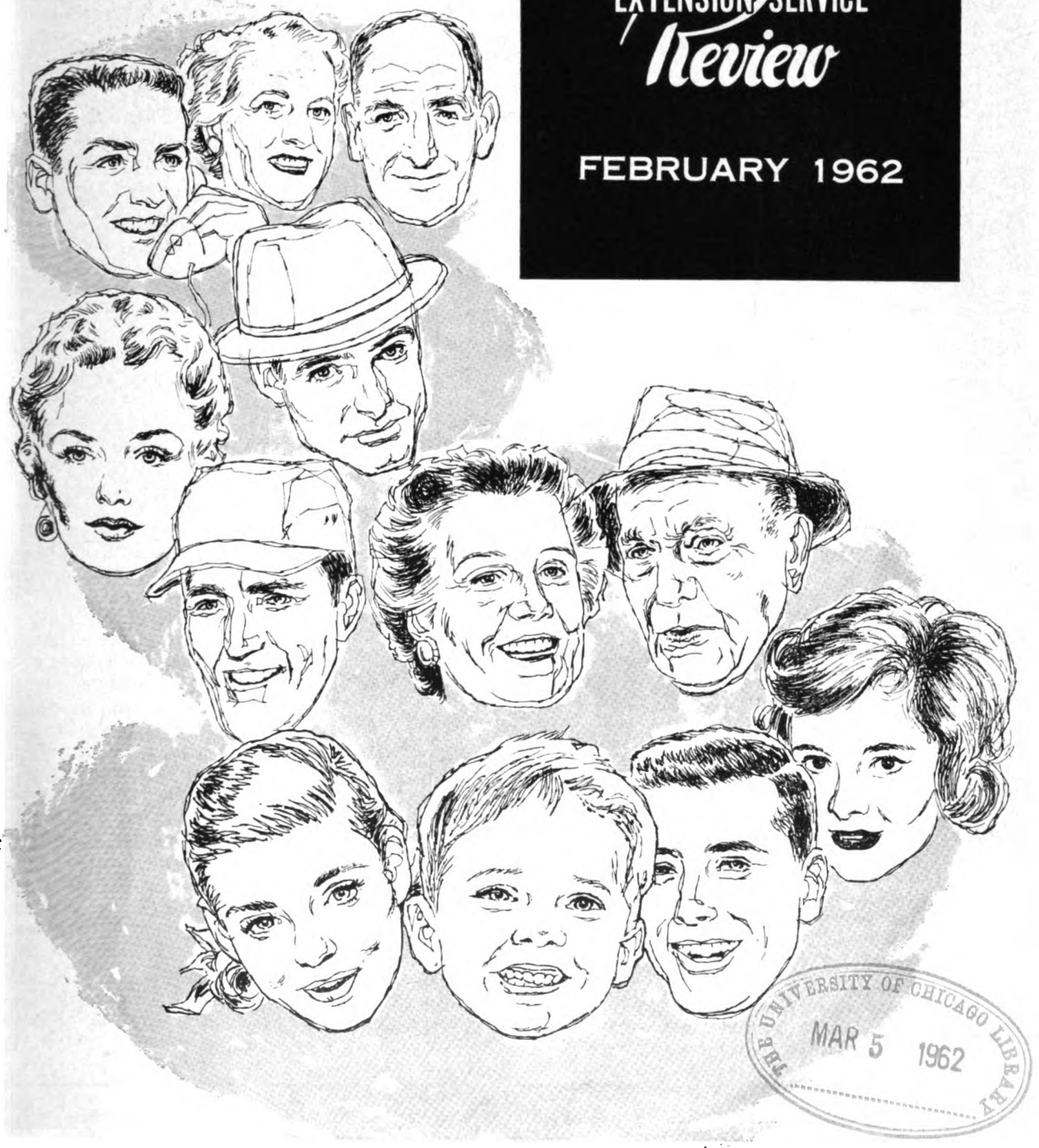
In 1940 for example, an hour's fa tory work bought 8 loaves of brea An hour's work bought 9½ loaves i 1947. And in 1960 a worker could bu 10 loaves of bread with an hour' wages.

Grain products furnish many o the nutrients needed for good nutri tion, conveniently, and at reasonabl cost. Our daily bread is indeed a nu tritious, convenient, and economica food.

Are you telling America's greatest success story—the story of agriculture—to nonfarm groups in your area? This is No. 9 in a series of articles to give you ideas for talks, news articles, radio and TV programs, and exhibits.

EXTENSION SERVICE Review

FEBRUARY 1962



BUILDING AUDIENCE UNDERSTANDING OF EXTENSION YOUTH PROGRAMS

EXTENSION SERVICE Review

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

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

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

Vol. 33 February 1962 No

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Division Director: *Elmer B. Winner*
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In This Issue

EAR TO THE GROUND

Building audience understanding of 4-H is a continuing process, because vast changes are taking place in our society.

The U. S. population is increasing at a rapid pace. Yet many of our rural counties are losing people under the impact of the technological revolution in agriculture. In sharp contrast are the one-time rural counties that have become urban or suburbanized or on their way. It all adds up to the fact that you can't take audiences for granted.

As Dr. York says in his article, Telling the 4-H Story, building audience understanding of 4-H is a "big job." But it is manageable if you have a clear idea of what you want to say, who your audiences are, and how to reach them.

4-H has many audiences—club members, volunteer leaders, parents, sponsors, civic groups, farm organizations, teachers, potential 4-H'ers and their parents.

Study your audiences. It's important to the ultimate success of your job and the 4-H program. Find out what people want to know about 4-H. Do they want a good deal of information? Or, do they just want to keep posted on top developments?

As Extension Editor Hadley R of Illinois says, "People in the di ent audience classifications d want—and don't need—the same formation."

Have you ever tried to catc bear with a butterfly net? Thi the way Editor Read describes use, or rather misuse, of commu tions methods with different t of audiences. Audiences and m should be matched. Other article this issue spell out in detail who 4-H audiences and how other ex sion folk are working with them.

Looking ahead, the March i will be a special on extension wor home economics. In this area, Extension should carefully look its audience. For no audience single entity.

The April Review will be a sp on the U. S. Department of Agr ture's Centennial. It will be k to the concept that the Departm serves not only agriculture but the people of this great Nation.

The Review aims to be of servi you to the end that you can b maximum service to the people w you serve. Your ideas and su tions will always be welcome.—W

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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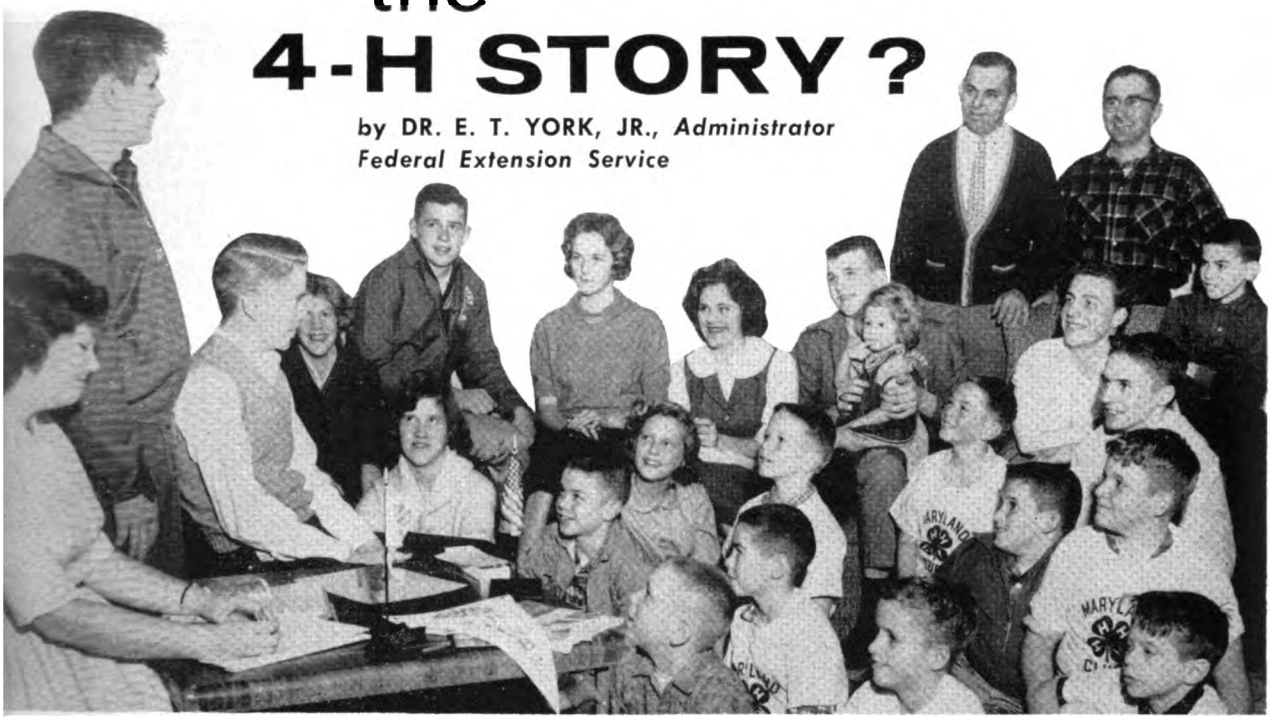
What is the 4-H STORY?

by DR. E. T. YORK, JR., *Administrator*
Federal Extension Service



7 E in Extension are pretty well aware of and involved in one he United States' greatest suc- stories—the story of agriculture, abundant production, and its re- ing contributions to the Nation's ı standards of living.

ut getting the general public to erstand this is quite another ıg, a challenge to us. We should it is both a duty and a privilege make the story of agriculture wn to the public.

hose of you in extension youth k can play an important role in ; "campaign to develop public un- standing." 4-H club work has con- ıuted no small part to agricul- e's success story. And it, too, has tory to tell.

uilding public understanding of ension youth programs is a big . It's a job that calls for added ort to create awareness of our rk and to cement relationships.

et us look at the modern 4-H club gram—the educational opportun- s club work provides both youth d adults.

lub work contributes to commun- ities and community life in many ways—developing leadership among adults and youth, teaching youth skills and techniques, developing a positive attitude toward future learning, and physical community improvement resulting from activities.

For a moment, consider adults who are involved in 4-H. Our ability to reach and teach 2.3 million 4-H'ers in this country is attributed to the more than 300,000 adult volunteer leaders. These leaders, who guide 4-H'ers, have found their own lives enriched by this work. They deserve better public recognition.

Citizenship Training

Citizenship training, long a part of 4-H aims and activities, is becoming increasingly important. It is deserving of full treatment as a project or major aim. It can be the most valuable product of a youth's club experience, not just a byproduct.

Club work provides opportunities for youth to become active, educated, interested citizens of tomorrow. Through 4-H projects, boys and girls are becoming familiar with their government (local, State, and National), their rights and duties as citizens, and their international relationships.

Youth are one of the most important resources of our Nation. These young people, particularly those in rural areas, face many problems of career adjustment and development.

Between now and 1970 we expect a 65 percent increase in the number of young people between the ages of 18 and 24. In the same time, the total population will increase only 17 percent. Youth are going to need all the job training and work opportunities they can get.

Extension's youth programs in career exploration are of growing importance. These programs can be meshed with aspects of rural areas development work, for youth are one of the most important resources of a low-income area.

Approximately 35 percent of our youth still do not complete high school. And we well know the relationship between years of school-

(See The 4-H Story, page 44)

REMEMBER ALL YOUR 4-H PUBLICS

by MYLO S. DOWNEY, *Federal Extension Service*

A good many loads of hay have gone to the barn since my first venture into Extension as an assistant county agent. My main job was to get the agricultural 4-H club program rolling in the county. As far as my audience was concerned, it was boys and girls.

Much of the first year was spent contacting potential 4-H'ers and organizing clubs. There were 4-H clubs on paper throughout the county, but only a few became working clubs.

Gradually I realized that there were several important groups I had bypassed.

Outside Publics

The first public I should have considered was organizations and community leaders. The endorsement of those people who, because of their position, influence public opinion, is important to the success of a public venture. They are folks who can give a lot of counsel and help make your efforts count.

This public includes school superintendents and supervisors, principals, PTA, clergymen, the homemakers council, farm organization officials, service clubs, chamber of commerce, county fair association, representatives of press and radio, elected county officials. In fact, it includes any and all people in position to give support and encouragement to the 4-H club program.

There's an old adage that says, What you are not "up on," you may be "down on." It can mean a lot in our work with the public. People in positions of influence in your county must know the general purposes and objectives of the 4-H club program and how it operates before they will offer support—support that is paramount for a successful program.

A second public is that group of businessmen who often provide help to 4-H club work. It is vitally important that they understand the educational objectives and methods of 4-H before they are asked for financial assistance.

A third public deserving genuine attention is parents. Many 4-H drop-outs and failures can be trace parents who do not understand nor realize they have an impor part in it. Studies show that a percentage of parents want to when they know what is expecte them. And they want their chil to succeed.

A segment of this public resp to special consideration. Did you ask in a community meeting, " many of you were formerly 4-H members?" These people are p to be identified. This pride often be converted into cooperation an volvement in some program sup ing capacity.

Extension agents who give a of attention to the developmen greater parental understanding rewarded by increased parental operation.

Participating Audiences

Another public is the boys, and the volunteer leaders act participating in the program.

The youth public can be segme in many different ways. It ma considered from the standpoin residence—farm, rural nonfarm, urban, and urban. Or we may at the group from the econ point of view—the more affluent the less privileged. A third cate could be based on appropriate —the pre-teens who are ready 4-H club work, the early teens may be active in the program, o middle and late teens who are ginning to think seriously about adult future.

Extension agents, seeing thei sponsibility for overall youth dev ment, may divide the youth p into two categories—those curr active in 4-H and those not pa pating.

Many extension agents believe adult volunteer 4-H leader is the vital public of all. This group sh include the organization and pr leaders who work directly with boys and girls and, also, the co 4-H adult councils or other advi groups.

In reflecting on my earlier y in Extension, I know my ef would have been far more produc if I had fully realized the import of all the 4-H publics.

Keep 4-H publics informed.

Bear TRAP or Butterfly NET?

by HADLEY READ, *Extension Editor, Illinois, and President, American Association of Agricultural College Editors*

FEW of us would use a butterfly net to trap a bear or a bear trap to catch a butterfly.

But in county extension work we are often guilty of using precious newspaper column space or expensive radio time to give detailed information to 4-H club members on: how to fill out a record book or groom a steer.

There's nothing wrong with a bear trap. It's just not the right equipment for butterfly chasing. Nothing's wrong with newspapers and radio programs, either. But they are being misused when the aim is to reach an audience of 4-H club members with instructions or detailed program information.

The good hunter selects his equipment only when he knows what game he's going after and where he is likely to find it. As a county extension worker, you can have a sound 4-H communications program only when you have clearly identified the audiences and selected the best channels of communication for reaching those audiences. Of course, you also must have skill in using the channels.

The best way to start building—or rebuilding—a sound and effective county 4-H information program is to ask yourself three questions: What audiences do I want to reach? What information should I present to the people in these audiences? What channels can I use to reach these audiences most effectively?

Identifying Audiences

On the opposite page, Mr. Downey carefully reviews the audiences or publics in your county. For purposes of building a county information program, you might group these audiences in three classifications: (1) people who are directly INVOLVED in 4-H club work, (2) people who are ASSOCIATED with club work, and (3) people who are INTERESTED in club work.

The first audience category includes 4-H members, parents, leaders, and prospective members. The second category might include advisory committees, other educational groups, clergymen, teachers, and local business and professional leaders who support the 4-H program. Category three should include almost everyone else in the county—the general public.

Information Needs

Just a little figuring will lead you to the obvious conclusion that the people in the different audience classifications don't want—and don't need—the same information. The local businessman has a different interest in 4-H than a club leader. The information you supply the parent of a 4-H member should be different from the information you supply a local minister or high school principal.

In general, the adults and youth in your audience who are INVOLVED in 4-H need detailed program information, specific instructions concerning projects and programs, and subject matter information covering a wide variety of topics.

People ASSOCIATED with club work need general program information, broad outlines of plans and needs, and rather complete reviews of progress and accomplishments.

The general public has only limited interest, if any interest at all, in the specific details of the 4-H program. It makes absolutely no difference to Mr. Average-man-on-the-street whether the deadline for record books is March 1 or April 23. He couldn't care less about the kind of clothes to wear to the State fair or the date for the next county 4-H federation meeting.

People who make up the general public audience want the "big picture." They want to read and hear about the contributions being made

(See Bear Trap, page 46)

Developing Understanding of ADULT LEADERSHIP

by E. J. NIEDERFRANK, *Federal Extension Service*

A NEW public image of adult local leaders in 4-H is coming into view.

This new image is a reflection of the shift underway from agent-dependent clubs to leader-dependent clubs. Leaders are being given, and are accepting, greater responsibility in local club work, thus freeing agents for leader training and overall direction of the county program.

Leaders are participating more as part of the 4-H team. And both agents and county people like the idea.

But altering roles and images is not easy. So, in developing adult 4-H leadership, a fundamental goal must be acceptance of the idea by parents and the general public. Without their support no amount of new policies, training, and materials for leaders will do much good.

Greater understanding and acceptance of the idea can and should be part of the total process. The desired results can be obtained—experiences point out numerous suggestions.

Two Main Approaches

Counties have tried to proceed toward more leader-dependent clubs in ways that fall into main classes: the broadside, blanket approach and the step-by-step or case-by-case approach.

The latter is far better from the standpoint of sound development with the least difficulty. But the first can be successful if agents are sure of themselves and stand by their decisions.

In either case, development of public understanding is essential. This is a matter of growth; it spreads from leader successes and club successes. People have to be brought along with the idea regardless of which approach you use. But it comes easier with the second.

Field observations and experiences of county agents and leaders suggest certain points helpful in building leadership understanding. These are not listed in any order of importance or necessary sequence; one or more may be suitable in your situation at various times.

● Take the case approach. Let most of your extra work on leadership development be with one, or two, or three clubs at a time. Aim for a new leader here, a more leader-dependent club there. Carefully decide which communities are most ready for the idea and start with them. But this need not exclude use of the broad-side approach if some of it fits you or the situation.

● Then make the shift of responsibility succeed. Give leaders a chance to participate. A major step is to clearly define certain leader responsibilities, first in the minds of staff members, then in your work with individual leaders and clubs.

Distinguish between organizational responsibilities and project teaching responsibilities. Aim to have leaders for each type.

Make sure leaders know each other's roles and possibilities of cooperation. Where two or more persons are working with the same club, urge them to designate a "head" leader or have some county policy in this regard. Usually this is the organization leader.

● Mention in public meetings that county 4-H work will go in this direction the next few years. Point out that it is doing so elsewhere, successfully.

● Have clearly in mind several values of the leader route, anticipate problems, and believe in the idea yourself. This is essential. The whole county staff must understand, appreciate, support, and help develop the idea.

Values of the leader route include:

4-H work becomes more a community responsibility.

Closer, more intensive guidance to club members, thus improving the quality of individual project work and club activities.

Better quality work and more community feeling for 4-H work which increase parental interest, public support, and club membership. The long-run trend is more new clubs and more members, according to agents in numerous States.

Development of leaders who can follow through and like to do so.

Freeing agents for leader training, overall county program direction, reaching more boys and girls, and developing relations with other agencies and programs.

Agents receive satisfaction in seeing leaders and clubs grow in attitudes and abilities.

● Provide leader recognition, pr erably informal, personal, and mass media. Be generous with co pliments and encouragement, b don't overdo.

● Help leaders identify their complishments and evaluate th progress. Leadership development growth; no one starts at the top the ladder. Emphasize their perso growth and benefits from partici ting as a 4-H leader.

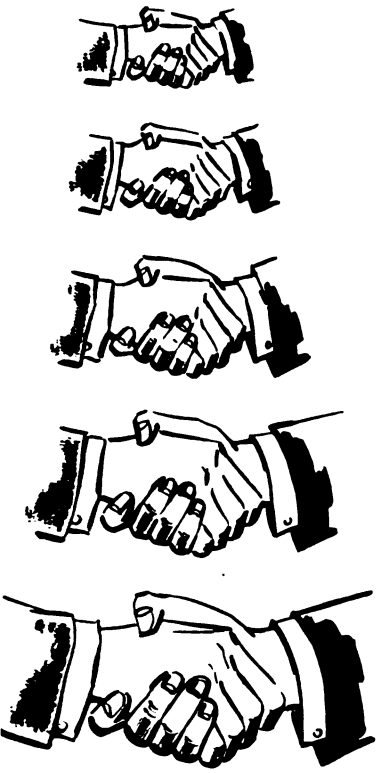
● Let the public know about complishments of leaders and lea dependent clubs. This will help idea spread from community to c munity. It is human nature to fa the general idea of local respo bility. But people want to see work, so make it work and let public know about it.

● Local leaders require train and servicing if they are to perfo this greatest role. At the start i best to do this through individ contacts and in small groups. T need for servicing is one reason it is desirable not to try develop too many leader-dependent clubs soon.

● Don't let agent-led clubs into competition with leader-dep ent clubs by overdoing your help certain clubs or members.

● Consider leader group work organization. Leader get-togeth provide both recognition and tr ing, as well as assistance to you planning.

(See Adult Leadership, page 3



BUILD on GOOD WILL

/ GARY SEEVERS, Lenawee County Extension Agent—4-H Club ork, Michigan

litor's Note: Mr. Seevers' article is sed on the Michigan Public Relams Committee's 1961 study of pub relations of the Michigan Cooperve Extension Service.

GREAT amount of good will exists toward 4-H . . . Most people visuze 4-H as an agricultural organizan . . . Many people do not think of as part of the total extension proam . . . A common picture of 4-H a boy with his arm around a calf . An important responsibility in work is to interpret the correct ige of 4-H to our publics.

)o you agree with these statents? Agree or not, you may find p in these conclusions of a Mich-n Extension Committee's study of)perative Extension Service pubrelations. Many of these findings have interesting implications for people building public understanding of 4-H club work.

Before launching the appraisal of public understanding, we first sharpened our view of it. The committee defined public relations as:

> The art of doing a good professional job;
>
> Helping the public understand the purpose and nature of our Service;
>
> Earning public confidence;
>
> Generating active support for our organization and its program.

Clear-cut professional leadership and a job well-done are essential to gaining public acceptance and support for the 4-H program. Building public understanding demands the combined, continuous efforts of all extension workers all the time.

One asset of 4-H is the good will shown toward it by people of all walks of life. Our goal, therefore, is to portray the modern image of 4-H. Build the image of a boy and a calf to youth developing into competent, responsible young adults; from selecting winners to an educational "learn by doing" program of a State university.

Our Internal Publics

Who are the publics whose understanding is vital to the growth of 4-H? To build public understanding, begin with the people directly involved in the program—members, parents, and leaders. The best exhibits of 4-H are the enthusiasm and accomplishments of these publics.

Two reasons justify this approach. First, their understanding is essential in attaining our goal to develop youth. Work with other groups is superficial unless the people within the program accept it.

Second, well informed, progressive publics carry understanding to others. As an example, 4-H members present programs to other groups, recruit new leaders and members, and carry out community service projects.

We can build improved understanding with 4-H leaders, members, and parents in many ways. For example, by effectively: involving them in planning, conducting, and appraising programs; recruiting, helping, and recognizing leaders; offering important leadership responsibilities to older youth.

Seemingly little things make a good impression, too. For example, personalized welcome letters to new 4-H families, efficient office management, effective communications, and prompt response to requests. When all efforts are properly combined, they insure understanding with a vital group—our own 4-H publics.

Take Mutual Interest

Careful attention to public understanding among those who cooperate in carrying out 4-H can yield enrichment. These publics include mass media, schools, private organizations, businesses, and fair boards.

Effective methods of building understanding with this group include: knowing the people personally, showing interest in their programs, cooperating with their programs when appropriate, writing personal letters of thanks for contributions, preparing material for mass media, publicly crediting contributions.

One example of working cooperatively on a program is the combined efforts of Scouts, YMCA, and 4-H to develop career awareness among youth.

Each level of government and award donors have a vital role in 4-H. Of course, we refer to their financial support—salaries, office operations, and awards. But it is important that their participation does not stop there.

These publics should be kept informed on programs and involved whenever appropriate. They deserve and need to know the direction of 4-H programs and to understand its objectives.

Their participation through critique sessions, personal consultation, and in the awards program can insure support. Several Michigan counties are successfully combining donor support and understanding through a 4-H Boosters Club.

The general public frequently views 4-H as an agricultural organization. Although this is not necessarily bad, we have a responsibility to broaden

(See Good Will, page 47)

Keep Donors in the Know

by NORMAN C. MINDRUM, *Director,*
National 4-H Service Committee, Chicago, Ill.

DONORS want to be informed, need to be informed, should be informed about 4-H. Not be informed just about the program they are supporting, but about enrollment, program emphasis, objectives and philosophies, trends. And they need to know the reaction of 4-H members and leaders to the opportunities provided.

These may be obvious generalities, but that doesn't make the job of gaining understanding among donors easier.

True, representatives of donor organizations working closest to the 4-H program—those who frequently meet club members and leaders—are well informed about 4-H. But there is danger in believing that this understanding exists at all corporate levels.

Maximum opportunity for donors to learn about and understand 4-H, calls for:

- A continuous program, rather than a one shot effort, utilizing a variety of methods and approaches.
- Orientation of donors in 4-H organizational methods, procedures, ideals, and philosophies.
- A program designed to involve all possible corporate levels of the donor organization.
- Greater appreciation of the opportunities available to 4-H members and the inherent values of donor support to 4-H, the donor, and the community.
- Creating a strong desire in donors to continue their support and explore additional ways of serving 4-H.

This is the program of informing 4-H donors carried on by the National 4-H Service Committee. This program has been successful in chalking up an average donor support of 17 years. Forty-eight of 56 donors have supported 4-H programs for 5 or more years.

The same approach can and no doubt does work with State and county donors. The National 4-H Foundation can quote similar results.

Such a program of information depends on the use of numerous methods of informing donor representatives. At the same time it provide information for these people to pas on to their organizations.

We believe that 4-H members an leaders are not only the best com municators but the best examples c the value of 4-H. National 4-H Clu Congress and similar events provid a logical and effective way of i forming donors about 4-H. Donor and prospective donors are urged t attend Congress and see the youn people first hand.

Congress provides opportunities fo donors to hear 4-H members expres in their own words, their feelin about 4-H, their aspirations, and th value of donor support. Time shoul be provided at each such 4-H even for donors and club members to ga mutual understanding.

Equally important are the "than you" letters from 4-H members an leaders. Frequently these explain th writers' experience, projects he carrying, and what 4-H has done fo him. These letters are informati and treasured by donors.

State winners' record books a frequently scanned by represent tives of donor organizations. The give further insight into the accom plishments of 4-H'ers, the values 4-H training, and clues for increas donor participation.

Information Exchange

High on the list of methods us to gain understanding of 4-H is t annual 4-H Donors' Conference. Th 2-day meeting is attended by some representatives of donor organi tions. A major objective of this eve is to familiarize donors with 4-H, E tension Service, and the Nation Committee. It also brings donor re resentatives up-to-date on trends a program emphasis.

Club members, leaders, extensi personnel, and National Committ staff members help present this i formation to the audience.

Donor representatives highlig the 4-H support carried on by th organizations. This opens new pos bilities of cooperative work with 4-

Still other ways of keeping infl mation flowing to donors are tied specific award programs.

(See In the Know, page 43)

Doris Johnson, Coats & Clark, Inc., reviewed the growth of the National 4-H Club Week poster program at the 4-H Donors' Conference. Mylo Downey, Federal Extension Service, addressed the conference on the changing 4-H picture.

)eveloping Public nterest and Support

' ELDON E. MOORE, *Assistant Agricultural Agent, ›uglas, Ormsby, and Storey Counties, Nevada*

Ormsby County 4-H'ers plant trees on a 10-acre site leased to them by the county commissioners for a picnic area and riding arena.

A FEW years ago 4-H club enrollment for our 3-county area was gging. Young people as a whole ere not aware of 4-H. Neither were eir parents or other adults. Today, anks to increased public awareess, 4-H enrollment is on the increase.

Parents often call to ask how their ildren can enroll. School officials quest information on 4-H and ask to discuss the work with students.

Citizenship Emphasized

Indications of public awareness re reflected in community support f 4-H club work and in requests for nformation. Few people can resist ur efforts to sharpen public awareess. The heart of our program is howing that the training of today's outh will determine the future of ur community, State, and Nation.

The entire public awareness proram in Douglas, Ormsby, and Storey ounties is built around the goal of xtension youth work—developing ood leadership and citizenship qualies in our future leaders.

We make full use of contacts with ocal citizens and business people. This includes both our contacts and 4-H club members' contacts.

One of our major aims is to make ure donors understand that awards re incentives to do a good job. Awards are not an end within themselves.

It's easier, of course, to sell businessmen on buying animals at a sale or providing prizes and awards. These are tangible results and it's good public relations for the businessmen. But then you have to sell the idea again next year.

When businessmen understand and are sold on the objectives of 4-H club work, we don't have to resell them to cooperate. Donors come to us asking, "How can we help?" In the long run, this creates better relations with less total time spent.

Don't be misled. We welcome whatever support our donors offer.

Returning Thanks

To show donors their confidence was well placed, our recipients report back to them. This may be a "thank you" letter, written report, talk, or completed project. Whatever form the report takes, we encourage the youth to emphasize, "It's not what I get out of life that counts, but what I can do to help others get more out of life."

Has this approach been effective? We think so, and offer some examples of support.

Douglas County 4-H'ers needed a meeting place. An old justice hall, not in use and a neighborhood eyesore, was leased to them by the county commissioners and the town board. A businessman furnished paint for redecorating the inside; a service club bought a new door; and a farm organization gave money for general improvement and repairs. When improvements are finished, the building will be a credit to the neighborhood.

Diversified Support

Ormsby County Commissioners leased 10 acres of land for a horsemanship club practice area. In return, club members cleaned up the tract, planted trees, and fenced the area.

The Carson City Kiwanis Club cosigned a note for a 4-H club member to participate in a livestock project. Members also sponsored trips for two boys to a range conservation camp.

A drug store owner pays for 5 minutes of 4-H club radio time weekly. Nine different organizations sponsored youth who attended a citizenship leadership camp.

Such projects not only provide material support, but keep 4-H and extension youth work in the public eye. This in turn has helped our 4-H enrollment to increase.

An Informed Public Supports 4-H

by JEAN BEEM, *Hillsborough County Agent, Florida*

THOSE of us close to 4-H work can hardly be blamed for thinking there is no greater youth organization of its kind. Yet many people we meet and work with have little understanding of club work.

Because of our work we are inclined to associate mainly with people in agriculture and allied industries. But we cannot assume that they are familiar with the 4-H program. And any lack of knowledge on their part indicates that we should do a better job of acquainting them with 4-H.

Information Spurs Help

Why is it important for businessmen and others to be well informed on 4-H work?

First, it stimulates good working relationships with key people. Most businessmen realize they reached their position with the help and encouragement of others. Most will offer the same help and encouragement to today's youngsters.

We often need help in supporting our 4-H program. And our most obliging help comes from people who are fully informed on 4-H and its merits.

Club members should be recognized for jobs well done and motivated to greater accomplishments. Leaders, too, need recognition. This does not necessarily mean tangible help. Often, a pat on the back or a firm handshake means more. This kind of support can best be gained through an informed public.

Hillsborough County has a number of civic clubs made up of businessmen, many of whom are in the agribusiness world. Even after these groups become staunch supporters we keep the 4-H picture before them.

The story we tell is simply 4-H work—what 4-H is, our objectives, what club members do, what projects are, who leaders are, what part parents play, and who administers the 4-H program.

In painting the 4-H picture, we should remember that we probably are helping to formulate a 4-H image in the minds of many individuals. Is it an image in keeping with the changes in our advancing 4-H program? Is it an image of vision with an eye to the future?

We must also remember that the end product of all 4-H work is the member. He can help paint the picture, formulate the 4-H image, and show supporting groups that 4-H is building character and citizenship.

Varying Approaches

Like a football quarterback, we must use versatility in attempts to score—to keep businessmen, civic groups, and the general public informed.

We have good working relationships with a number of radio and TV stations and agricultural reporters and editors of local newspapers and magazines. We reach large numbers through these media and this is helpful to the overall county 4-H program.

One of our best investments has been a 35 mm. camera and a slide projector. Using these visual aids, we have worked up talks on the 4-H program for civic groups, schools, PTA's, and others. Club members can make effective talks before these groups while showing slides of their projects.

When 4-H'ers appear before these groups, they express appreciation for all support given. This is a cardinal principle also carried out by leaders and extension agents.

We find mass media people most cooperative in giving credit publicly to all organizations which active support 4-H.

Actually, the best spokesman getting your 4-H story across and enlisting support from various grou is a good county 4-H program. Suc a program speaks for itself.

Contributions and support ha taken many forms in our county. F example, the Tampa Junior Chamb of Commerce donated a 36-passeng bus for county youth work. Th also send several 4-H members camp each year.

A local packing company present a bred beef heifer to start a 4- beef chain. Another packing co pany donated four more such heife to help upgrade beef quality in t county. The calf of each of the cows was to be kept by the 4-H b and the dam passed on to anothe

A Tampa Rotary club presented combination livestock squeeze a trailer to county youth.

Local Kiwanis clubs sponsor 4- contests in land judging, dairy foo public speaking, and similar projec One club supplies local leaders.

These kinds of support wou never be offered without clear und standing between 4-H and these bu nessmen-donors. And without th interest and support, 4-H club wo would lose impact.

ADULT LEADERSHIP

(From page 30)

● Involve selected leaders in lea er training. Also, refer some loc personal contacts and questions club leaders and community 4 chairmen, rather than do all t public relations work yourself.

● Finally, have faith in the peo and show it in your attitudes a actions.

Community 4-H chairmen a county project leader chairmen (ov all contact people and leader devel ers) are two other types of ad leader positions developing arou the country. These are in additi to the club organization leaders a project group leaders.

Together these amount to buildi up a "leadership pool" in the cou that can contribute to the 4-H p gram in many ways. They can tr make it a joint community-extensi responsibility.

Operation—Cooperation

y BERNARD C. DOWNING, *Los Angeles County*
arm Advisor, California

County fair, animal projects, horse show, special training—
ie possibilities for cooperation be-
reen 4-H clubs and other youth
roups are vast. Opportunities to
ork together are frequently over-
oked and seldom taken full advan-
ge of. Yet, there are examples of
ccess everywhere.

For several years, Operation—Co-
eration has been conducted by the
ente High School FFA and Puente
lley, Rowland, and Alta Loma 4-H
ubs. This fair is a top example of
operation among youth groups in
s Angeles County. The Artesia
iry Show is another cooperative
nture between local FFA chapters
d 4-H clubs in cooperation with the
tesia Chamber of Commerce. Both
ents help emphasize the values of
ese two agricultural youth groups
rking together.

Reciprocal Trade

Cooperative efforts are not re-
icted to agricultural groups. A
oop of Explorer Scouts assisted the
unty 4-H survival camp by provid-
training in hiking procedures and
npfire programs. This survival
mp is a weekend training program
older 4-H'ers with summer camp
ponsibilities.

Several 4-H club leaders have been
ving as merit badge counselors in
out programs. Our older members
d leaders also help Scouts as they
pare for merit badge examina-
ns in homemaking and agricul-
al skills. Reciprocal arrangements
these not only share talents and
cial training but contribute to
ter understanding between the
ups.

The Granada Hillbillies 4-H Club
orts that Bluebirds, Campfire
ls, and Girl Scouts join them on
rs of 4-H club projects. Several
'ers from this club brought farm animals to a Girl Scout Day School for the urban girls to see.

Some 4-H clubs take young lambs and dairy goats to kindergartens, at the request of teachers, for children to see and touch. These experiences also help improve farm-city relations.

A cooperative program with many possibilities has started between Marymount College student teachers and the Palos Verdes Peninsula 4-H Club. Student teachers conduct home improvement classes twice a month for 4-H'ers. Through this arrangement, student teachers are gaining valuable teaching experience and 4-H'ers are receiving good instruction.

In another case, the Covina El Rancheros 4-H Club cosponsors a horse show with the San Gabriel Valley Vaqueros equestrian group.

Alta-Vista 4-H Club has participated with the Heifer Project, Inc. for several years. Actually, many of the animals sent to foreign countries in this project are dairy goats. Donated by various organizations, the goats are kept at the home of one 4-H'er while all the club members help raise them.

Located in an urban community, the project creates much interest among other youth groups. School and church classes, Bluebirds, and similar groups frequently visit the animals.

Voluntary contributions by these visitors are re-invested in the Heifer Fund or like organizations. A shipment of goats purchased in this way was recently sent to Mexico City for distribution to CJR (4-H) clubs.

Activities like these are important to the growth and development of all youth groups. It is also important to keep the public informed and to give recognition to cooperating groups.

These successful ventures indicate to us that all youth programs can profit by cooperative effort with other groups and individuals. Through such cooperation, new ideas are introduced, different approaches are taken, and mutual understanding is fostered.

The Alta-Vista 4-H Club of Los Angeles County raises young goats, purchased by other youth groups and adults, for the Heifer Project, Inc.

Developing Responsible Citizens for Tomorrow

by W. W. EURE, *Associate Director, National 4-H Club Foundation, Washington, D. C.*

Author W. W. Eure of the National 4-H Club Foundation pres Ohio 4-H'er John Rowe with a certificate for completing the Citi ship Short Course.

CITIZENSHIP in a democracy—how well do Americans understand it today? What can and does 4-H do to develop citizenship responsibilities in youth? What can club members learn about citizenship and share with 4-H audiences?

More than 2,400 4-H club members have studied citizenship at the National 4-H Center since June 1959. Over 1,800 were enrolled in the Citizenship Short Courses. And audiences back home have benefited from followup activities to this training.

These young people, mostly junior leaders, are taught that a good American citizen understands and believes in the innate dignity and worth of himself and others, that he habitually acts responsibly and cooperatively for the general welfare. They learn that good citizenship applies to personal face-to-face relationships in family and community and to people they may never see. These youth also come to better understand a new dimension in U. S. citizenship—involvement in international affairs.

Course Highlights

These are just a sample of the ideas and inspiration offered to young people in the Citizenship Short Course. Their studies include:

Analysis of the *meaning of freedom,* how our individual liberties came into being, the price our forefathers paid to guarantee them, how they are threatened today, and what we must do to preserve them.

Tours of Washington monuments, public buildings, and government agencies emphasize the significance of historical personalities and events. In the words of one participant, this "Causes our history and civics books to come alive."

The *importance of individuals*—whole, mature, well-rounded individuals—is emphasized.

Two sessions on *international affairs* cover the accomplishments and experiences of the International Farm Youth Exchange and democracy versus communism. Specific ideas are suggested for 4-H club members to promote better international understanding at home.

Two more sessions are devoted to "the *meaning of citizenship* in a democracy."

Another meeting gives insight into the *organization and functions* of the U. S. Department of Agriculture.

Participation Emphasized

The Foundation tries to provide maximum opportunity for participation by all the 4-H'ers attending the short course. Youth are responsible for presiding at meetings, leading recreation and discussions, serving as tour guides, evaluating the sessions, and preparing a closing citizenship ceremony.

Care is taken by States and counties in selecting youth who will attend the short courses. Maturity and leadership are outstanding characteristics preferred. And the youth who take part in this training sho be willing and able to share th experience with others back hom

Letters and reports from forr participants leave no doubt but th a majority experience an inspir and informative week. The yo who attend the course become tea ers for other 4-H members and adu at home.

Local Followup

How are ideas from these Citiz ship Short Courses influencing lo programs? We have evidence th State and county 4-H agents are ing a good deal of followup.

For example, one Iowa group conducting 14 citizenship meeti throughout their county this wint A bus load of their 4-H memb attended the short course last su mer.

Requests from States for help planning citizenship programs ha greatly increased. We constantly ceive requests for citizenship lit ature.

A State 4-H club leader has w ten, "All the reports coming from Citizenship Short Courses at Center are indeed encouraging. W this kind of beginning, this ph of the program should grow into of the Foundation's most importa activities."

Special recognition and und standing for 4-H and the sh courses came from a Missouri C

gressman last summer. He remarked n the Congressional Record:

"Recently a group of 33 Missouri -H junior leaders and four adults ere in Washington. Two weeks arlier, another group of 32 4-H'ers ame . . . to participate in the 4-H itizenship Short Course at the Na- onal 4-H Club Center.

"We were most impressed by the ry fine manner in which these 4- ers conducted themselves. They e among the most orderly and most ell-mannered group of any large oup that has ever visited our pital. . . .

"We think special recognition hould be given to the 227 selected -H club members from Missouri who ave been in Washington this sum- ner to participate in the Citizenship hort Courses. For a while the Na- lon's Capital becomes the classroom or these selected boys and girls. This rogram provides an opportunity to arn more about our Government, ith a better understanding of na- lonal problems and our citizenship esponsibilities. It develops an un- erstanding of our relationship to orld problems as well as being a ew insight into 4-H club work."

The Foundation sees several areas 1 which the short courses can be ade more meaningful.

Future Implications

For example, we want to evaluate ie courses. We want to get below ie surface to see what participants e thinking while they are here and ow they follow up the program.

Requests have emphasized the im- rtance of working more closely ith States. The Foundation hopes counsel with States to make these urses more meaningful. We can lp them develop more effective e-orientation and followup in State id local club programs.

The Foundation can also encour- e each State to develop its own ograms in citizenship. For the total portance of the Citizenship Short urses is not in the week's experi- ce in Washington. Short courses not take the place of citizenship velopment in the States. But they n help States work out their own ograms for developing responsible izens for tomorrow.

Youth Understanding— Double-Barrelled Mission

JAMES A. EDGERTON, ***Bennington County 4-H Club Agent, Vermont***

BUILDING better understanding of 4-H among youth is a double-barrelled mission.

The first barrel is for 4-H members. It is vital that they have an understanding of 4-H. The second barrel is aimed at non 4-H members. The more they know about 4-H and its opportunities, the greater the chance of their joining.

Contact with adults in reaching youth is important. 4-H parents and leaders are a strong link in fostering better understanding of 4-H among youth. Adult leaders, parents, potential leaders, and parents of potential 4-H'ers make better cooperators when they fully realize the program's educational values.

Sound Objectives

A good program, built on sound educational objectives, is the foundation for promoting the values of 4-H. Projects and activities that meet this standard hold the interest of members, attract potential members, and spark needed leadership and parental cooperation.

Projects and activities are vehicles for teaching objectives. Keeping objectives clearly in mind gives the program meaning and perspective. The furthering of 4-H must contain sound learning objectives, with obtainable goals focused on youth.

Publicity for program results is necessary. Awards should not receive overdue emphasis in getting across 4-H club work to members, leaders, parents, or non 4-H folks. Club work must be explained as an educational program for all youngsters.

Encouraging members to develop certain skills and knowledge is not enough. Development of the total person is the goal of 4-H and this should be made known.

It is not easy to carry out a program which meets these requirements and it should not be treated lightly. Prospective leaders and members must be informed about 4-H standards and qualifications.

A great deal of an agent's time is devoted to leader training through home visits, newsletters, circulars, and training meetings. Organized 4-H leader councils and special committees can help pass along information to youth.

Reaching Youth

Direct contact with youth has merit, but the 4-H agent cannot visit every home, nor attend all the meetings he would like. So he must cast a favorable image both on and off the job. His shadow must engulf the objectives of 4-H and present socially accepted standards. He must be a dedicated educator helping youth grow.

To communicate effectively with youngsters, the extension youth worker must have a basic knowledge of their needs and characteristics. He must know what makes a 4-H'er tick. His approach should vary with age levels and interests of individuals.

Mass media are essential to informing the public of 4-H. Radio audiences include all age groups, therefore, messages are designed to interest all. News columns and releases are pointed to the general public, and are usually read by most older 4-H'ers, parents, and leaders. A good working relationship with radio and newspaper personnel is necessary.

Every opportunity should be used to make the story of 4-H known. National 4-H Club Week, parents nights, public activities, 4-H calendar program, and special exhibits are helpful. Club news reporters can help inform the public of activities.

Working with junior 4-H leaders is a satisfying and rewarding experience. The "younger oldsters" can

(See Center on Youth, page 42)

Pursuing the Same Goal

by JUNE PIKE, *Northern Aroostook County 4-H Agent, Maine*

EDUCATORS, schools, and the majority of teachers have a special understanding of the 4-H organization and are willing to support its work.

That special understanding is the result of sharing identical purposes and goals. Educational aims are fourfold, like the 4-H clover—Self Realization, Human Relationships, Economic Efficiency, and Civic Responsibility.

Common Goals

Each of the four purposes is closely related to the others in the life of any individual as well as in the total American educational program. Each aim has subdivisions in which 4-H can be a strong supplementary force in the total education of the child.

For example, the educational objectives of *self realization* include the development and optimum use of all mental, physical, and esthetic faculties. 4-H has the same goal though it uses different words—to make our best better.

Understanding of self and cooperation are basic factors in *human relationships*. Both are more easily reached by a child within his peer group—a less artificial, more democratic, smaller, mutual-interest group, such as a club composed of 10 to 15 youngsters. A 4-H group can help a youngster to unite theory with practice.

Economic efficiency includes the satisfaction of producing good workmanship, learning to exercise good judgment in buying and selling, sound personal economics, and wise occupational choice. From judging contests to meal planning, from consumer buying to producer marketing, from budgeting of money and time to career exploration, 4-H programs are realistic, practical, and enduring.

Civic responsibility includes meaningful social activity, social understanding, tolerance, and devotion to democracy. In club work it is possible to carry on a wide range of civic and citizenship experiences.

Show Relationships

All these are important links between 4-H club work and schools. Each supplements or complements the other. And this is the story we must present to educators in developing their understanding of our pr gram.

We need to tell educators a teachers of our 4-H goals and obj tives, how 4-H groups function and what purposes. We should tell tea ers why they are needed.

We can also render service to th or augment their work, classes, or terests in many cases. And in t same way we can ask them to part pate in 4-H functions.

It is not difficult to tell the story educators and teachers. The since dedicated teacher wants to aid helping youth to carry into actual l ing those principles which are taug in the classroom.

Value of Support

In our Northern Aroostook are teachers and educators are respecte They have little difficulty in gaini support, interest, and action fro parents and communities. They u derstand the leadership and memb ship roles, and the value of worki together in groups toward individu group, and civic accomplishment.

A well-trained teacher is capable providing "enrichment" in any pr gram. True educators understand a support 4-H; schools are our riche source of help as well as our best a fairest critics.

In our area, which has large, co munity schools, teachers see the v ues of inter-community and inter-to 4-H exchange. They speak on the a vantages of area events in whi 4-H'ers from all towns in our val meet in a spirit of united effort a common goals. Educators feel th town, community, and county a drawn together. Rivalry and co petition are replaced with und standing, through new experience.

Exactly half our 4-H leaders are were school teachers or supervis Guidance directors, shop and vo tional teachers, adult night sch teachers, heads of English and s ence departments, college instructo and students have all led clubs.

The superintendents and princip of our valley schools encourage th teachers in 4-H work. Our clubs not "school sponsored," nor e "school connected," yet the yearbo of the largest high school in our

(See Common Goal, page 46)

Patricia Martin and Thomas Clavette (front row center and far right) cooperatively lead this boys club in personal development. Miss Martin holds degrees in guidance and English; Mr. Clavette teaches science; both are active in 4-H club work.

4-H Influence Reaches Into Campus Life

By MRS. GENE MOODY, *Associate Editor*, J. A. REYNOLDS, and VIRLEY J. PATTON, *Associate State 4-H Club Agents, Virginia*

WHEN high school doors close behind them, it need not mean the end of 4-H work for young men and women who go on to college.

By acting as junior 4-H leaders, maintaining their 4-H contacts, or participating in 4-H alumni clubs, many students are still waving the overleaf. They are building a favorable image of 4-H among fellow students and college administration and faculty.

At Virginia Polytechnic Institute, for instance, the leadership of 4-H club members shows up in many activities. A well-organized alumni club is the nucleus of 4-H activities on campus. But the influence of its members reaches into many corners of academic life.

An annual event at VPI is the student agricultural exposition—"open house" for agriculture. It is a busy day program resembling a county fair.

Last year's agricultural exposition officers were all 4-H club members, with Joe Lineweaver as president. This year's exposition president is William D. Weaver, Jr., former 4-H'er.

Lucy Selden, multiple award winner from Hanover County, was the exposition's secretary last year. She is now home economics editor of a quarterly written and published by agricultural and home economics students.

This year almost all the college livestock judging team are 4-H members. Team member Curtis Absher, Montgomery County, is also president of the Block and Bridle Club and is in the 1961-62 Who's Who in American Universities and Colleges. Also in Who's Who is Kitty Gardener, 4-H'er from Floyd County and president of the VPI home economics club.

The college dairy judging team likewise is made up primarily of former 4-H'ers.

There is much evidence that 4-H background and training pay off in college and later years. Numerous 4-H'ers at VPI hold offices in various organizations; many are scholastically tops.

Faculty Observations

What do faculty members think of them, and consequently of 4-H in general? George Litton, head of the animal husbandry department at VPI says, "The fellows have learned how to give reasons, to judge. And they take to it like a duck to water. They're as natural as can be when it comes to helping with livestock events such as shows and sales. . . . I often think how poorly we were prepared in my day as compared to these present day 4-H college students."

The Rev. John Coffey, director of the Wesley Foundation Program at VPI, says 4-H club members are among those most able to accept and discharge responsibility. "They know how to organize and they can produce. It's easy to find students who can organize, but 4-H members can also achieve. They've evidenced unusual leadership."

Dr. James W. Dean, director of student affairs, is another 4-H booster. "It has been evident in working with students on other campuses, that the 4-H member is a dedicated individual interested in service above self. On the VPI campus, the contributions made individually and collectively by those who have been, or still are, a part of this program are numerous and extensive. For the past 15 years, it has been a pleasure to me to contact men in business, education, and agriculture who owe great parts of their success to the influence of 4-H clubs."

The deans of the schools of agriculture and home economics are laudatory. Agriculture Dean L. B. Dietrick says, "4-H club members are used to doing things and they continue to in college. I have been impressed through the years by how often the leaders in specific activities in the school of agriculture have had the benefit of 4-H training and experience."

Dean Laura J. Harper projects this image of what she considers the typical 4-H member who comes to VPI to study home economics:

"She is a serious and purposeful student. At the same time she knows how to enjoy good wholesome fun and companionship. Her ideals are high and her objectives are well-defined. She uses her abilities, is not satisfied with just 'getting by,' but continues to 'make the best better.' She is proud in home economics activities at VPI and uses her time not only for personal improvement, but to advance the home economics program and its service to other young women of Virginia."

Special Activities

Every year the 4-H alumni club at VPI sponsors a recreational activity, holds a banquet at which honorary membership is awarded to some outstanding faculty member, co-sponsors with the Radford College club a picnic, enters a float in the VPI homecoming parade and/or an exhibit at the annual student horticultural show, and helps with and takes part in the Virginia State 4-H Short Course.

Measuring the effect these young men and women have on campus life in general and on the thinking of faculty members and other students is difficult. But they seem to have found a meaning and purpose beyond the "average" student. This is a fact attested to by people with whom they come in contact on campus.

Cement Relations with Mass Media

by DON D. KAUFMANN, *Natrona County Agricultural Agent, Wyoming*

EVERY county in every State has its own means of publicizing the 4-H program.

Unfortunately, because we are so closely connected with 4-H, we sometimes take for granted that other people know what it means. This is a mistake. We cannot expect the general public to understand our program unless we concentrate on better communications and public relations.

We decided some time ago that there should be a greater understanding of 4-H among all people in Natrona County. The county is large in area and interests are varied. In addition to ranching, farming, and oil production and refining, we have many city interests to consider. So we felt it especially important that people should understand 4-H club work.

Personal Contact

Gaining a better relationship with the newspapers, radio, and television seemed a good starting point. Agents contacted editors and directors personally. We gave them information on the program and invited questions. This proved a step in the right direction. Almost immediately, greater interest was shown by the media and more 4-H news became part of their daily releases.

The local TV station made available for 4-H club use a 15-minute weekly program. We tried to bring a well rounded look at 4-H to TV viewers.

The time was used in many ways, but we received most comments on 4-H demonstrations. Each week, members were selected to present their demonstrations on television. Both young and older members appeared. Club enrollment increased substantially as a result of this television series.

Many people reported they were not aware before that boys and girls learned such worthwhile things in 4-H. Many thought of it as a social organization.

In addition to the special 4-H series, the TV station has given time news broadcasts and made spot a nouncements of 4-H events or o standing members' achievements.

Casper, the county seat, has t daily newspapers. Both offer supp in furthering understanding of 4-H

Many of our events are attended a news photographer without spec invitation from the extension offi This indicates they are interested 4-H news and are seeking sources stories related to 4-H.

More than 1,300 people attend our last achievement program. Th is a large crowd considering we ha fewer than 500 boys and girls rolled. To help others see how lar the program really was, the news per published a picture of the crow Several people never before asso ated with 4-H have commented the size of the program and inter shown by people in the communi

Articles often appear in cho spots in the newspapers. Each y during 4-H Club Week the papers lute 4-H members, leaders, and th activities with picture stories. Aga this shows our good relations w newsmen.

Three radio stations in the cou cooperate in bringing 4-H to the p lic. They feature spots by 4-H me bers and leaders during 4-H C Week in March. These spots hi light club members' personal exp ences and what they have gai from 4-H club work. The stations a provide time for special activities 4-H and recognize local members work well done.

Recognition for Newsmen

The Natrona County 4-H Coun in recognition of the assistance giv presented meritorious service plaq to the radio stations, TV station, a newspapers. This has helped cem relations between extension yo programs and newsmen.

These are a few examples of w we have done in our county to g better understanding of 4-H c work. We know this has worked Natrona County—our 4-H enrollm has tripled since 1955. This incre would not have been possible with the help of our mass media which derstand the 4-H story and h helped to spread understanding.

After a local daily printed this photo of the 1961 Natrona County Achievement Day Program, several people not previously acquainted with 4-H recorded interest in club work. County agents make a point of keeping good relationships with mass media people.

Illustrate the Image of 4-H Club Work

by C. J. GAUGER, *State 4-H Leader, Iowa*

C. J. Gauger, State 4-H leader; Paul Barger, Black Hawk County extension director; and Harold Craig, area 4-H leader; (left to right) check a placard illustrating the scope of the 4-H program.

Iowa extension workers recognize that the public image of 4-H club work must be broadened if we are to meet the needs of our present and potential members.

This is the way Ober Anderson, Story County extension associate, views the situation. "We realize the need for a changing 4-H program and for implementing some of the changes which have been proposed. However, we can't do this until we revise the ideas the public has about 4-H—what it is and what it is designed to do."

This needed change in 4-H program emphasis was pointed up by the Iowa Scope Study and reinforced by program projection efforts in many counties.

Broaden the Image

Black Hawk County Extension Director Paul Barger says, "We must make people understand that having a champion is not the goal of 4-H. Our goal is the transformation of young people from average individuals into something special—leaders in their communities as youth and later as adults."

At present we don't know the exact image of 4-H, but we believe it is not the picture we would like people to have. A study now being conducted in Cass County should provide information to guide us in pursuing this broader image of 4-H work.

The State 4-H club staff identified the broad image as one of its major responsibilities through a recent public relations inventory. This inventory of Iowa and other staffs also indicated specific audiences on which we should concentrate.

With the problem identified, the question facing us was, "What should we do about it?" The State 4-H staff evolved a double course of action.

The first step was to produce a brochure to explain the changing image of 4-H to the general public. This will take some time to complete.

The second phase was to prepare a set of slides illustrating 4-H objectives and a changing 4-H program.

Twelve sets of 18 slides each are now available for use by field workers. The Visual Instruction Service reports the demand for them constantly exceeds the available supply. We are taking steps to increase the number of sets.

Multi-Use Illustrations

The slide sets were designed so they could be used alone. However, they can do a more effective informational and educational job when supplemented with local slides on projects, demonstrations, local club meetings, tours, and other special phases of the program.

Local pictures demonstrate dramatically what has been done to meet the objectives (leadership, citizenship, etc.) outlined in the basic slides. They show that many of our present teaching tools can be effectively used to help reach the goal demanded by our broadened responsibility.

Some counties have used the slides at annual township meetings. Others have found them available at awards night, leaders meetings, parents night, service clubs, and training sessions.

Iowa's three area extension 4-H leaders—Milton Henderson, Harold Craig, and Jerry Parsons—are enthusiastic about the slides. "I think they are excellent," Henderson says. "Now we have a tool for interestingly and effectively teaching 4-H objectives to leaders."

Leaders' Approval

Proof of the value of the slides shows in comments from leaders who have seen them. After showing the slides at one meeting Henderson heard the following conversation.

One leader asked another, "Aren't these objectives a little unrealistic? We can't ever expect to achieve all these things in 4-H."

The second leader quickly replied, "We need a good group of objectives like these. Even if we never quite accomplish all of them, the work will be better because we have high goals."

A home economics leader commented, "Seeing these objectives certainly makes a leader realize the importance of the job."

Such acceptance of the 4-H objectives slides indicates we are on the right track. This encourages us to press forward as rapidly as possible to do an even more effective job in building both a broader, yet more specific, image of 4-H, its scope, and its responsibilities to the general public.

Involvement Can Develop into Understanding

by ALFRED LASKY, *Erie County 4-H Club Agent, New York*

OF course there is no set formula for gaining public understanding of the 4-H program. This job is not only never-ending, but ever-changing. Methods must be evaluated periodically and retained only if they are contributing to an accurate picture of what you are doing.

Currently, the most important means of seeking public understanding in Erie County, N. Y., is involvement of people. This method is so familiar to extension agents that it is often taken for granted.

Too often we think of involvement of people in terms of "several key people," "outside resource persons," or "a few men or women from that line of work." This is fine, as far as it goes. It does much in strengthening an extension program. But it falls short in giving widespread understanding of what we are doing or hope to accomplish.

Paint a Picture

Long ago we learned that in our combination of rural, suburban, and urban populations, we cannot assume that anybody has an accurate picture of what others are doing. We strive for wholesale intermingling of young and old, urban and rural, industry and agriculture, leader and member.

We must not forget that part of this public we are considering is already inside the 4-H family circle. To these people and to those not familiar with us, we want to convey the spirit of cooperation and democratic action that characterizes club work.

We want the public to think of 4-H club members as "learning and doing" rather than "asking and getting." We want to avoid the criticism that children are given too much for too little effort.

Our methods are neither spectacular nor unique. We use advisory committees, of 15 to 25 members, in all project lines.

A constant effort is made to include people to whom 4-H is new and some who are familiar with it. Almost 200 people are involved annually in this way. If care is taken to assure turnover, many people will learn about youth work.

Often more important, they give us new ideas. It is difficult to say which is byproduct and which is main purpose.

Our group meetings, subject matter or activity, are open to all interested people. This is made known in publicity and announcements to 4-H people.

As a result, we usually have a good turnout of parents and interested neighbors. It is not unusual to see these same people with other friends and neighbors at later meetings. They gain understanding through actual participation.

Meeting the Masses

Our largest single form of involvement is the Erie County Fair. Billed as "The second largest county fair in the Nation," it provides a showplace for 4-H.

To utilize this opportunity, we directly schedule the help of some 400 older 4-H members, leaders, parents, and friends. Most of these spend at least 4 hours meeting and talking with people who may never have heard of us. This combination of fair atmosphere, exhibits which show accomplishments, and responsible, interested people, goes a long way in providing a good picture of our organization.

We involve people in press releases and television programs. In new photos and stories we try to g across to the public that 4-H is broa er in scope than the local club.

We include other people in tele sion programs. This has spurred fers of assistance from people w like to show others how to do thing but didn't realize the opportunitie People have agreed to be leaders aft observing on a TV program that t local trash collector can lead a 4- square dance club or an industri plant manager can lead a tract club.

Involving people from all walks life removes "exclusiveness" from 4 club work. People identify themselv with those already involved in t program and any barriers to parti pation or support are removed.

We like to involve people to the tent that many of our major mov originate outside our 4-H staff. T eases many problems of a shortage trained help and facilities. It son times aids in financial support. P ple who help to conceive a progra are usually anxious to continue he ing and to involve others.

All this adds up to one main poi If people are involved, they gain better understanding of 4-H.

CENTER ON YOUTH

(From page 37)

help a great deal in planning a carrying out the county program.

The Bennington County 4-H Jun Leaders Council is a solid, interest group. With some guidance they ca on much of the county activity p gram—assisting with project da camps, fields days, etc. These jun leaders carry the 4-H story to oth members, parents, and people not miliar with 4-H.

We think we should turn that saying around—"Never let a man a boy's job." If a junior leader is pable and willing to assume a m grownup experience, he should ha the chance. This is meaningful a satisfying to him. He will stay in longer and become an example other members.

A good county program will p duce more favorable public reacti than a well-publicized mediocre o It will present a true account to yo and perpetuate itself.

Understanding is a Continuing Process

by KENNETH FROMM, *Finney County Agent, Kansas*

THERE'S a sunny outlook for 4-H in Finney County, Kans., today —in fact it's been that way for years.

Our 4-H boys and girls have been backed by rural people and businessmen for a long time. Their interest and support are the result of long-time extension-public cooperation and good relationships.

Public Participation

The "prime mover" of our 4-H program is our county 4-H council. It was organized primarily to plan and carry out the 4-H program.

As the program expanded, the council appointed event committees responsible for planning 4-H club days, 4-H Sunday, National 4-H Club Week, achievement nights, and other activities. A separate committee handles each major countywide event. This involves more people and gains a more widespread interest in club work.

Two other important groups directly connected with our club program are the chamber of commerce and the county fair board. Their support, financial and other, is invaluable.

In thanks for contributions, our council sponsors an annual get-together for these businessmen. This also is an opportunity to report to them on 4-H accomplishments.

With opportunities like these to plan and carry out their own programs, club leaders and members develop more interest in 4-H. And they constantly work to improve it.

How do we get various segments of the community to understand our 4-H program?

First, we build a foundation, a starting place. Next, we develop a long-time continuing information program. We also have an action phase in this process of acquainting others with 4-H work.

Through 40 years of extension work, we credit these steps with gaining the prestige our club program presently enjoys. Our good record is a foundation and our council acts as an action group. We use a variety of methods to reach our supporters.

For example, the countywide newsletter at first was sent to the entire mailing list twice monthly. At present, this letter is being sent to farmers, home demonstration unit members, 4-H'ers, and others who request it.

The newsletter is a 4-page publication—one page each for agriculture, home economics, 4-H, and general topics and the monthly calendar. People look forward to getting extension news each month through this publication.

Our radio audience stretches countywide. Currently, agents and 4-H clubs present 10 programs a week over 2 local stations. This gives us 60 to 70 minutes radio time weekly.

We present a variety of program material on these programs. A survey last year showed that our listening audience was highly diversified.

Our local newspaper has been cooperative for many years. At present each agent has a weekly column printed on a farm news page. In addition, a reporter visits our office daily to check on news and a photographer covers many events.

Mass media have been a great help in creating an understanding of 4-H club work among the general public. They have a direct bearing on the interest and support of businessmen and other local groups. These people in turn are inclined to offer assistance as part of our county 4-H council—advisory committee.

Building an understanding of 4-H club work among the people in the community is a continuing process. It is much easier, we have found, when people are receptive. To keep them that way, we need to keep our information programs up-to-date and continue building on past good work.

IN THE KNOW

(From page 32)

Annual program reports—a general summary and a press, radio-TV summary—are provided to each donor. These reports include a vast amount of information about 4-H as well as program results. Donor contacts circulate these reports among the organization staff. And frequently excerpts are included in their house organs for the information of all workers.

The National Committee's annual report, newsletter, monthly leaders' magazine, and other publications serve to inform donors. Visits to company offices, presentations to management, telephone conversations, and personal letters all contribute to a better informed donor audience.

Opportunities given donor representatives to serve as consultants to program development committees, plan supplemental program events, and participate in special conferences all add up to increased understanding and mutual respect.

Regardless of method or message, it is the responsibility of the National 4-H Service Committee (or the extension office) to take the lead in improving understanding of 4-H. The Committee attempts to carry out this responsibility simply, dramatically, and as effectively as possible. Our intent has been to provide donor representatives with information they can carry to their organizations.

Informal huddles are common ways of exchanging ideas at 4-H Donor's Conference.

Who Does What? When? Where?

by ROBERT C. ANTRAM,
Associate Somerset County Agent, Pennsylvania

WHO does what, when, and where if a county does not have an agent specifically assigned to 4-H club work?

Pennsylvania does not have 4-H club agents, a situation probably found in many counties throughout the Nation. This means the youth program becomes a challenge to the entire county staff.

In Somerset County the responsibilities of planning and carrying out the youth program are given to the associate county agent. He, in turn, relies heavily on the assistant county agent and assistant home economist.

Such items as: how to improve project quality, how to interest new 4-H'ers, how to retain older members, how to increase leader and parent participation, and how to do a better job of publicizing club work—crop up in office conferences. Thus the entire staff becomes involved.

Lack of proper planning can result in a dud for a countywide 4-H idea or event. So we try to set up an annual calendar of activities early to avoid last minute planning. Our calendar, March to March, is mimeographed and given to club leaders.

Another cooperative office activity is the monthly newsletter sent to 4-H families and leaders. We also send copies to the newspaper and radio station. The associate agent acts as editor; other staff members contribute suggestions or news articles.

Emphasize Leadership

As in every county, our 4-H leaders are vitally important to the success of local club work. We are putting every effort into building our leaders into a stronger, more efficient team.

Home economics projects leader training meetings are conducted by the assistant home economist. Similar meetings are arranged for agricultural leaders by the associate or assistant county agent. Occasionally, the county agent teaches.

Leader notebooks were introduced recently. All informational letters and meeting idea material are file in these for more efficient use.

Each staff member is responsib for working with a group of 4- clubs, depending on the project

Dairy products are popular, wi the bulk of them in one of four di trict dairy clubs. During the winte the associate and assistant agen meet with dairy club leaders to he plan meetings for the project yea

Countywide roundups for all maj livestock projects are handled by th agricultural agents. Home economi projects have local club roundups i an effort to build interest in eac local community. In some commu ities agricultural projects and hom economics projects are scored at th same roundup under the supervisio of the agents and leaders.

To avoid duplication of staff pa ticipation, special events or activiti are assigned to staff members.

For county 4-H council sponsore activities, such as tours to othe counties, fund raising events, count fair exhibits, or IFYE participatio the extension staff functions as team.

We do not feel that our answer are the ultimate. We know that ne ideas and methods are needed. W want to know where we are goin and who is going to do what alon the way.

THE 4-H STORY

(From page 27)

ing completed and earning potential. Whether youth stay on the farm or not, they need education and specialized training for their future.

Today Americans face the terrifying threat of possible nuclear war or accidental nuclear disaster. Our alert young people are anxious to share in worthwhile community service through rural civil defense work.

While preparing ourselves for possible conflict, we continue to work wholeheartedly for peace. International Farm Youth Exchange and other 4-H people-to-people activities, such as pen pals, study of other countries, Sister Clubs, and 4-H Care programs, have far-reaching effects.

Youth's curiosity about all things leads them into these projects to learn about other people. And their knowledge, shared with adults, can go a long way toward breaking down international barriers.

Concern for Health

Another national concern is the general health and physical fitness of citizens, particularly youth.

USDA studies show that teen-agers are the poorest fed members of families. Six out of 10 girls and 4 out of 10 boys need improved diets. It is clear that youth need more attention to physical fitness, too.

Educational work in nutrition projects is one way of combating this problem. Many 4-H activities support and promote overall physical fitness.

More depth in project studies, more science, more marketing, more management training, more "wh and how" have been and are bein built into 4-H projects.

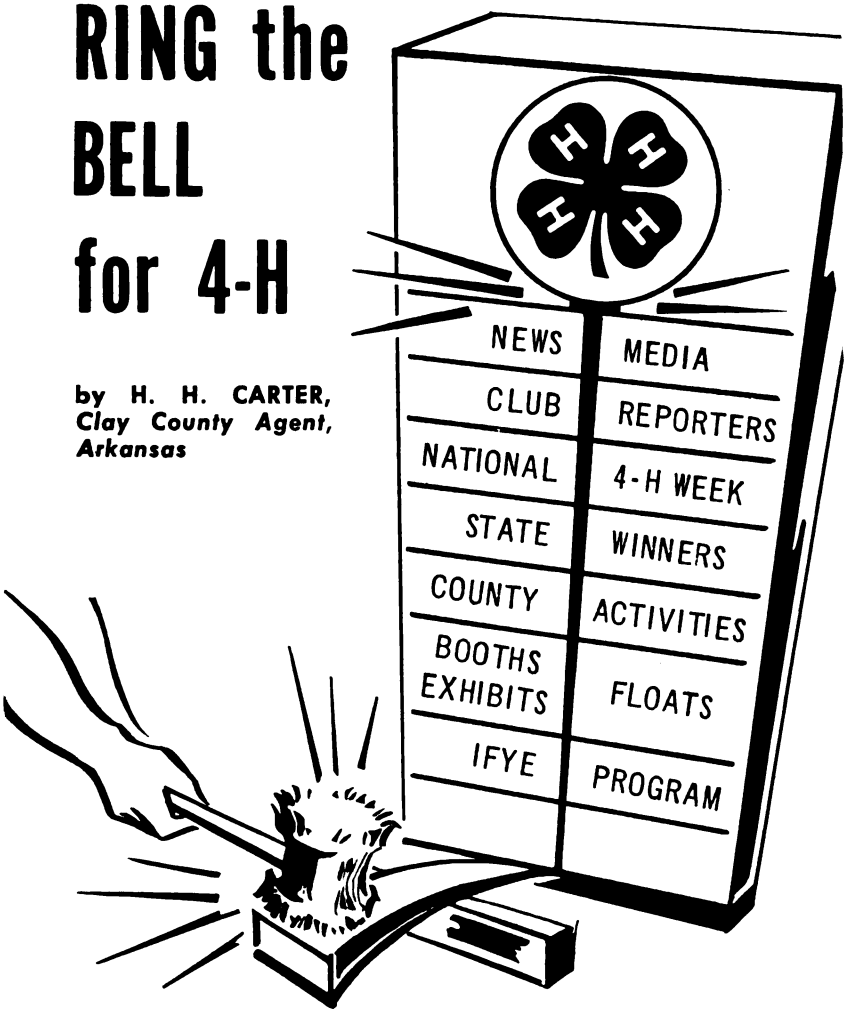
Deeply imbedded in all moder 4-H efforts is the recognition of ho important science and the scientif approach are to the modern worl Modern 4-H work digs deeply in the scientific aspects of projec which 4-H'ers are exploring.

These aspects of extension yout work are but part of the story v have to tell the public. 4-H cl work has helped and will contin to help American youth prepare f a useful adult life, to be economica ly productive and live harmonious with other people.

We in extension youth work mu not lose any opportunity to help t public to fully understand the valu of 4-H to the individual, the fami the community, and the Nation.

RING the BELL for 4-H

by H. H. CARTER,
Clay County Agent,
Arkansas



JUST because we think everyone knows about 4-H doesn't make it). The 4-H story needs telling—nd retelling.

Why tell everyone about 4-H club ork? How does it help? In Clay ounty we found that public under-anding of what 4-H is and is doing ves club work higher prestige. This spires members and adult leaders greater accomplishments. And it lps generate greater support for H throughout the county.

Dividends of Awareness

We hope that a stepped-up effort organize additional clubs this nter will show that past public in-rmation efforts made this job sier. Our county 4-H club work was put on a community club and adult leader basis in 1958. It originally was built around school clubs handled primarily by extension agents. The county at present has 13 community clubs with 250 members. Our goal is 20 clubs for 1962 and 40 by 1965.

Other benefits of a good 4-H information supply are better financial sponsorship, increased cooperation of parents, exchange of ideas between clubs, and training for 4-H club reporters.

But, how can wide public understanding and recognition of 4-H club work be attained? We think many efforts have helped to get the 4-H story across in our county.

Last year we held special training meetings for 4-H club reporters. This year we will train adult 4-H leaders in news reporting and encourage them to train and work with 4-H reporters.

News Coverage

Perhaps one of our best "show windows" has been newspaper coverage. More than 300 column inches of news direct from the county's club reporters appeared in county newspapers during the past 12 months. The county's three major trade centers each have a weekly newspaper and each welcomes 4-H news. The three papers have a total circulation of over 6,000—largely rural people.

The three newspapers also publish a special news section to celebrate National 4-H Club Week. This section carries special articles on 4-H work plus 4-H ads purchased by local businessmen. In one paper 22 business firms and public officials purchased mats in this year's special section.

Clay County has also had two State project winners in each of the past 2 years. These winners have gone on to attend the National 4-H Club Congress in Chicago. Such recognition enhances the image of 4-H work in the county.

Public Appearances

County activities provide some of our best publicity. These include the dress revue, tractor driving contest, share-the-fun festival, county rally, and achievement banquet.

Exhibits, educational booths, and floats at fairs and parades are another valuable means of showing 4-H to the general public. These, and other county, regional, and State activities place 4-H work before the public many times and in a favorable manner during the year.

Clay County people learned about another side of the 4-H story when we participated in the IFYE program during 1961. Dominique d'Herbés, IFYE delegate from France, showed slides and talked to many county groups while visiting here.

We believe that these methods ring the bell for better understanding, greater recognition, and a more favorable image of 4-H club work.

COMMON GOAL

(From page 38)

ley carries full-page photos and outlines of all high school 4-H club activities each year. This past year students included a photo of the club agent accepting a donation to the area's 4-H Community Center from the Future Teachers of America Club.

Our teacher-leaders of 4-H clubs show superiority in leadership, yet there is cooperation between them and the nonteacher 4-H leaders.

As our society becomes more complex, our work as 4-H agents becomes more complex, too, and the need for educated, well-trained club leaders becomes greater.

Schools, educators, and teachers can help us achieve closer relationships with other people. They are trying to nurture sound minds in sound bodies and to make the most of every child. Are we not pursuing the same goal?

BEAR TRAP

(From page 29)

by 4-H clubs and club members. They are interested in overall accomplishments, trends, directions, successes, failures.

The average man is happy to read in his newspaper that 20 county 4-H members are paying their way through college with money earned through 4-H projects. He is sincerely interested in the news that the quality of county livestock has been upgraded partly through the efforts of 4-H members. He likes to know about a boy or girl who "made good" with a project or assignment.

Selecting Channels

If you've read this far, you've surely noticed that we've been dropping not-so-subtle hints about which channels to use for the various audiences. This goes back to the bear trap or butterfly net business.

It's time now to make a rather simple observation: The mass channels are the best for reaching the mass audience (the general public), and the specific channels are the best for reaching the specific audiences—those in categories one and two. This doesn't get any more difficult even after we think about it for a minute.

Use your local newspaper, radio program, and television show to tell the general public about 4-H club work. Present that big picture we were talking about. Why? There are two main reasons.

Media for the Masses

In the first place, the mass media are about your only means for reaching the general public. You can't afford to send everyone in the county a personal report; you can't talk to them all in the street; they won't come to a meeting to hear you discuss the 4-H program. But if you present information of interest to them, they will read about you and your program in the newspaper, listen on the radio, or watch your presentation on television.

Secondly, newspaper space is limited as are radio and television time. If you use this space or time to present detailed information of interest only to club members, you won't have any left for reaching the general public.

But you say you have a "4-H Column" in the local newspaper. So why shouldn't you address the information in the column to 4-H members? Most newspapers have one or more sports columns, too, but the information in those columns is not directed only to the few athletes who participate in sports. The information is about sports, written for the general public that is INTERESTED in sports. Your 4-H column should be directed to the general public that is INTERESTED in 4-H and other youth activities.

When you use mass media to reach the general public, you will also be reaching people ASSOCIATED with your 4-H program. This is good since these people are even more interested in the big picture than the general public. But you may also want to use more specific channels to reach this intermediate audience.

Suppose you want to keep all clergymen in your county informed about your 4-H program. In many counties, there are clerical associations which publish a weekly, monthly, or quarterly newsletter or house organ. Why not use this channel?

Why not use the PTA newsletter to reach teachers as well as parents of prospective club members? You can often reach local businessmen with an item in the local chamber of commerce circular letter. Many professional and business clubs have publications of their own—an excellent channel for reaching those who are ASSOCIATED with 4-H club work.

This brings us to the audience made up of people who are actually INVOLVED in 4-H—the members themselves, their leaders, and their parents. You need to reach these audiences with detailed program information, instructions, and subject matter information. We've ruled out mass media for this purpose. You wouldn't want to use church bulletins or organization newsletters. So what's left? Plenty.

Your audiences of involved people are easy to identify. You know who they are and where they live. You can put them on a mailing list or a variety of different mailing lists. And this is exactly what you should do.

Reaching Direct

The best way to reach 4-H members is with a special newsletter mailed directly to those members. The best way to reach leaders is with a newsletter mailed directly to leaders. The same thing goes for parents of members.

With this direct mail channel, you can be as detailed and as specific as you want to be. You can tell members where to be, what to do, how to act, and how not to act; provide specific information to leaders carrying out the various projects and activities; keep parents informed about progress.

Much of your communication with 4-H members, leaders, and parents, of course, will be face-to-face. And this often is the best. If you use club meetings, federation meetings, and direct newsletters to get the detailed information to those audiences involved in club work, you will not be tempted to present the information in your newspaper columns and on your radio programs.

In short, you won't be tempted to trap a bear with a butterfly net. It doesn't work out very well anyway.

Center on the Home for Parent Support

by MRS. FLEURANGE MORRISON, *Pointe Coupee Parish Home Demonstration Agent, Louisiana*

HOME-CENTERED skills, learned by 4-H'ers, can be outstanding parent interest-getters.

Agents have many opportunities to build strong parent-child relationships through 4-H activities. Take the case of the four Smith children in Pointe Coupee Parish (county).

The girls joined 4-H as soon as they became eligible for membership. Their participation has been a big factor in strengthening family bonds. Whatever the Smith girls learn in their 4-H projects they can apply to their home life. For example, they take pride in preparing dishes which they learned while doing 4-H food projects.

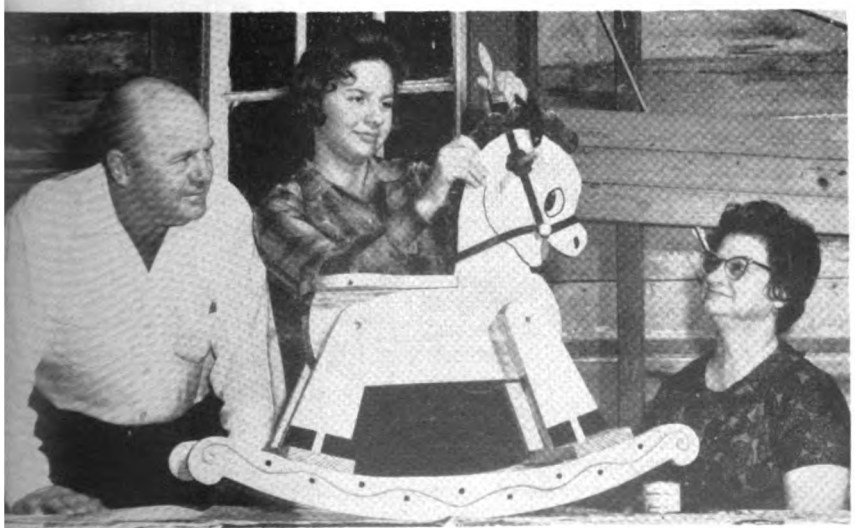
Parents' Praises

"When children each want to be doing something constructive in the home, it's a heartwarming experience," says their mother. "In this day of reports of juvenile delinquency, it might be well for parents to look into the value of club work—a great panacea for youth illness."

Cooperation and interest in 4-H club work is shown by another parish family, too. Mr. and Mrs. L. H. Ritter are enthusiastic club supporters and encourage their daughter with any project she undertakes. But each project is her own work.

Another club booster comments on 4-H contributions. "I've seen my daughter grow from a shy child into a confident, poised teen-ager. I attribute much of this to the 4-H program, especially the demonstrations she has given and the leadership she has assumed."

These and many other similar examples are used by parish agents in discussing club work with parents. We stress the value of club work to the family as well as to the development of the individual. The importance of the parents' interest and cooperation are emphasized as being essential for optimum development of 4-H'ers.



Anne Ritter, Pointe Coupee Parish 4-H'er, puts the finishing touches on a child care project under the guidance and approval of her parents.

We encourage parents to let their children assume responsibilities in the home and family life. For example, girls might take on meal planning and preparation, sewing, child care, or other homemaking tasks.

A working mother explains that this arrangement works ideally in her home. "I could never work out of my home if my girls did not take on homemaking tasks. 4-H is their incentive."

By tying our parish 4-H club work directly to the home, we can build better understanding with parents. We feel there is no better method for "selling" the 4-H program to parents. And it's easy to see from these examples that club work is meaningful to our parish families.

GOOD WILL

(From page 31)

their concept to the real situation. In Michigan, for example, more than half the 4-H'ers are nonfarm.

We can develop awareness through: radio and TV programs and newspaper articles that highlight nonfarm 4-H opportunities, organizing 4-H clubs in nonfarm areas, and farm-city events designed to strengthen understanding.

The general public does not always think of 4-H as part of the Cooperative Extension Service. Welding them together offers two important advantages.

First, it gives prestige to 4-H by tying it to a State university and other extension programs. Second, the general good will toward 4-H can enhance other extension programs.

Energetic programs are a start toward building public understanding for 4-H club work. Well-informed 4-H members, leaders, and parents offer important first publics whose understanding is a must for success. Good relations with our cooperating, supporting, and general publics are essential to a well-rounded program and to future growth.

All this sounds like a full calendar —and it is. Building public understanding is a big job. Big jobs demand much, but they also offer more satisfactions when well done.

UNITED STATES
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OFFICIAL BUSINESS

PENALTY FOR PRIVATE USE TO AVO
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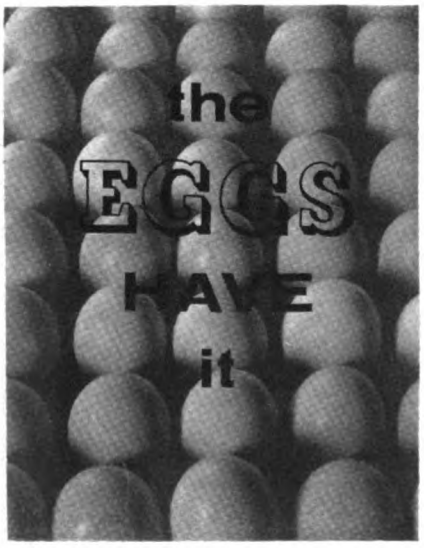


EGGS have almost unbeatable value as a concentrated, versatile food. Alone or combined in delectable dishes, eggs rate high in American food popularity.

This time of year, eggs have a special use. In fact, Easter and Eggs are almost synonymous. To early pagans, eggs represented the new life that returns to nature in spring. And to early Christians, colored eggs represented Christ's resurrection. So the custom of dyeing eggs to give to friends and family has a long history.

But plain, everyday uses for eggs have an even longer history and more modern handling.

Chicken eggs are important sources of protein, iron, and Vitamin A. They are also rich in Vitamin D and the B complex. Eggs are so valuable to our diets that nutritionists recommend eating one a day or at least 3 to 4 a week.

Actually Americans consume almost the recommended egg a day—334 eggs per person per year. In fact, between 1935-39 and 1956-58, Americans increased their consumption of eggs by 5 dozen per person per year.

USDA reports that an egg contains the same amount of iron as a piece of lean meat which weighs the same. These nutritional values make eggs useful as meat dishes.

The versatility of this poultry product shows up in the many ways in which it can be used.

As a whole, eggs give color and flavor to other foods. They also hold ingredients together.

The whites, high in protein, act as a stabilizer to thicken or stiffen food material, such as meringue. Yolks contain most of the Vitamin A which is required for healthy skin and good night vision.

Improved Keeping Qualities

The usefulness and value of eggs are governed by the fact that they, like other high quality protein-from-animal sources, are perishable. But research has developed ways to solve this problem.

Technology has made it possible to keep eggs refrigerated or in dried or frozen form. Both dried and frozen eggs can be used as well as whole, fresh eggs, with no loss of nutrients.

Refrigeration was the answer to maintaining high quality eggs for consumers. Refrigerated egg rooms on the farm, refrigerated transportation, and refrigerated storage and display all add to the life of good quality eggs. Researchers report there is no loss of protein value, even after 18 months of refrigerated storage.

USDA grade labels are a way f consumers to select eggs by quali The letters "U.S." on a carton me the eggs were officially graded. A the grade mark is an assurance quality, provided the eggs were k under good conditions after gradi Grades range from AA (highest) C.

Production research has sho how to produce efficiently and ma age flocks of several thousand he Today only half the farms with chi ens produce the commercial e supply of 4.5 billion dozen eggs p year. Only 15 to 20 years ago 80 p cent of the U. S. farms produc eggs for sale commercially.

Savings for Consumers

Further research has shown wa to reduce costs of production a improve potential expansion. T results of this and other researc show up in the savings in cost consumers.

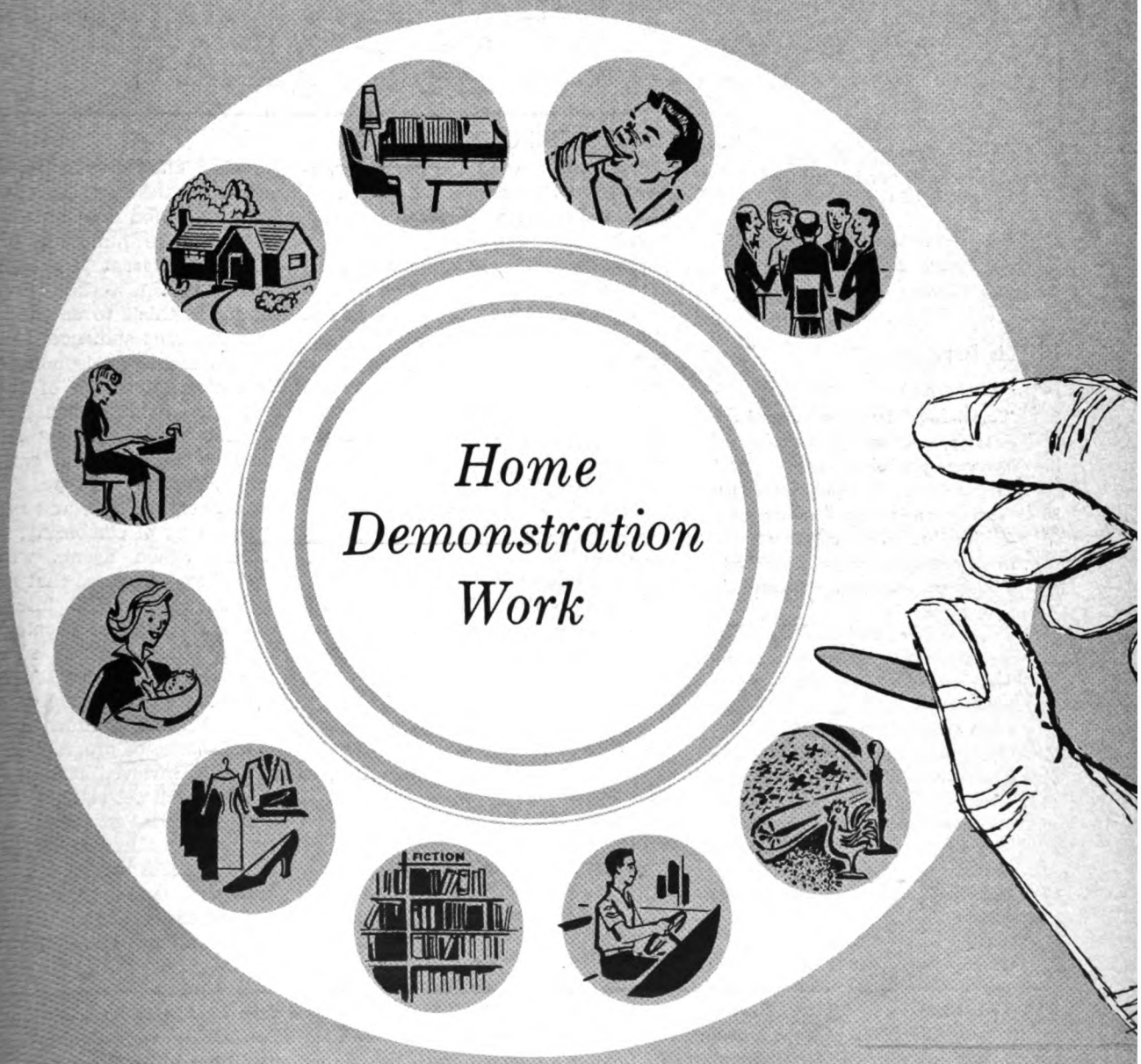
For example, in 1947-49 a facto worker could buy 1.8 dozen eg with his wages from an hour's wo In 1960 an hour's wages would b 3.6 dozen eggs.

Yes, the eggs have it—an imp tant place in American diets. A the egg industry, combined with t Department of Agriculture, is e gaged in assuring a plentiful, nut tious supply of eggs to U. S. c sumers.

Are you telling America's greatest success story—the story of agriculture—to nonfarm groups in your area? This is No. 10 in a series of articles to give you ideas for talks, news articles, radio and TV programs, and exhibits.

EXTENSION SERVICE Review

MARCH 1962



Home Demonstration Work

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 educato —in County, State, and Federal Extension agencies—wh work directly or indirectly to help people learn how to use th newest findings in agriculture and home economics resear to bring about a more abundant life for themselves and the communities.

The Review offers the Extension worker, in his role of ed cational leader, professional guideposts, new routes, and too for speedier, more successful endeavor. Through this exchan of methods, tried and found successful by Extension agent the Review serves as a source of ideas and useful informatio on how to reach people and thus help them utilize more ful their own resources, to farm more efficiently, and to make th home and community a better place to live.

Vol. 33 **March 1962** **No.**

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Editor: ***Walter A. Lloyd***
Assistant Editor: ***Doris A. Walter***

In This Issue

EAR TO THE GROUND

Did you know that a home economist played an important role in Lt. Col. John Glenn's recent orbital flight? It's true!

Beatrice Finkelstein, pioneer in the science of space feeding, was the research nutritionist who "packed a lunch" for Glenn's flight. Beef, vegetables, and applesauce, "packed" in collapsible squeeze tubes, provided the opportunity to test man's ability to eat under weightlessness conditions.

Incidentally, Glenn said he had enough for two meals, but took time only for the applesauce. He reported no ill effects.

Miss Finkelstein has been pioneering in space nutrition for the past 5 years. Part of her research has been to develop the high protein, low-residue diets served to astronauts before launching.

She has also worked on equipment for food storage and eating for a 3-man crew during extended periods of space travel.

Yes, as FES home economics programs director Eunice Heywood says, "We are living in a world that is straight out of science fiction. . . . We live and work in ways unheard of in what seems like only yesterday."

The "count-down for home economics" alluded to in the title of h article, indicates the preparation f meeting brand new horizons.

There are hundreds of excitin new and different fields open to hon demonstration workers, new and di ferent methods to do the work, ne and different audiences to serve.

This month's telephone dial cov indicates only a few of the subjec extension home demonstration wo includes today. And just as the nun bers on a phone dial can be com bined, so can these types of extensi audiences, subjects, and methods.

Speaking of combining, four hon demonstration agents wrote abo how they discovered that by combi ing their skills and interests, th could reach more people with le effort. Oregon agents are combini tape recordings from the family l specialist with their leader lesso From Arizona, California, and Tex come stories of programs which su cessfully involved outside resourc

When you get right down to it, our work is combining—resourc methods, audiences, problems, su jects, ideas. If today's experiences s used as a launching pad, the futu for extension home demonstrati work can be as big as the universe

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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"COUNT-DOWN" for HOME ECONOMICS

EUNICE HEYWOOD, Federal Extension Service

E are living in a world that is straight out of science fiction. wasn't long ago that flying, much s space travel, was only a product someone's imagination. But there s more truth than fiction in such eas.

Activities at Cape Canaveral have ir continuous attention. Yet, all of have our own Cape Canaveral. We e and work in ways unheard of in hat seems like only yesterday.

Will the home demonstration agent the year 2000 look on our home onomics work with the same nos-lgia that we look on early day nning clubs?

At that time home economists' ef-rts were directed entirely to help-g farm women and girls. Home onomics research information was nited. As a result, agents had to ly largely on successful experience content of programs.

We have come a long way from ose beginnings. And so has our dience.

New Audiences

It is a mistake to think all today's memakers have the same interests, eds, or desires. They vary in fam- background, age, education, em-yment, income, size of family, otional maturity, and countless er ways.

Who are they? What are they like? hat will they be like in the future? can't even guess what a home-maker will want from Extension in the future until we see her as she is today and may be tomorrow.

Years ago most of an agent's time was devoted to teaching home economics subject matter to home demonstration clubs or similar groups. Today only about 15 percent of the women who receive help from home economics extension programs are members of such groups.

Early agents worked almost entirely with families on farms and in small villages. Today 40 percent of the families are from farms; 43 percent are urban and the rest rural nonfarm.

It is questionable whether residence is as significant to programs as education, stage of life, income, or social status. Today subject matter is usually pinned to some specific need of a special audience. It may be on preparing for retirement for the elder citizen, financial management for newlyweds, or child care for young mothers.

The most successful agent uses a wide variety of methods (including workshops, forums, seminars, home visits, radio and TV courses) to serve women.

Some counties are making progress in involving new leadership and developing programs that are problem-centered rather than departmentalized. Perhaps we need to develop more educational programs with groups having special interests and special problems. Such groups are more likely to identify their problems, develop plans, and carry out action than those representing many interests.

Certainly we need to help our planning committees develop sensitivity to real problems. To do this we need clear educational objectives ourselves and the ability to see beyond daily routine.

One of Extension's greatest contributions to future homemakers may be to help them recognize and define personal values that give meaning and purpose to family life. Values on which to base decisions about the use of time, energy, and money are essential. They are even more important as a guide in the development of children and satisfactory family and community relationships.

RAD Contributions

There are many opportunities for home economics extension workers to play an important role in Rural Areas Development. As with other extension workers, their potential contribution will vary with individual perspective, training, experience, aptitude, and opportunities to participate.

We can already see progress in area studies of economic potentials and in plans for economic resource development. But many personal and social problems will not be solved directly by increased income. So early consideration must be given to other factors in the development of long-term plans.

For example, in some areas the immediate problem is not so much increasing cash income as managing present resources.

Extension home economists historically have worked to develop leaders. They have trained leaders to collect background data which point up basic social values and problems, to analyze problems, and to carry out action programs. This experience can be useful in carrying out Extension's responsibility for "organizational and educational leadership" in RAD.

Established contacts offer opportunities to explain RAD to various community-minded women's groups. Community improvement efforts of such groups often play a vital sup-

(See Count-Down, page 66)

Area Approach Multiplies Results

by **MRS. LAURA T. BOWMAN**, Arapahoe County, **MRS. LOIS L. KINSEY**, Adams County, **MRS. EDNA L. THOMPSON**, Jefferson County, **and JACQUELEN E. ANDERSON**, Denver County, Home Agents, Colorado

WOULD you like to have more help for your leaders? More time for lesson preparation? Reach more people? What extension agent wouldn't?

Home agents in the Denver metropolitan area all had visions of accomplishing these hopes someday. And we have done it! Our solution was to combine our skills and efforts. We are taking an area approach rather than confining ourselves to individual counties.

Home agents from Adams, Arapahoe, Denver, and Jefferson Counties discussed program coordination in the spring of 1960. We all faced a common problem — reaching urban and suburban homemakers. And we found that people requested the same information from each county. This emphasized our close relationship.

The result of this meeting was AADJ — coordinated plan for the 4-county area. These initial letters from the county names symbolize new extension cooperation to meet people's needs.

Single Plan Develops

After uniting office plans, the next step was to enlist the aid of key people in all county programs. Lay people from all four counties, along with the State home furnishings and clothing specialists, helped plan lessons for the coming year.

Seven meetings were planned — a series of four lessons on design and color in home furnishings; three lessons geared to consumer buying of clothing.

In the past, each agent was responsible for lessons in her own county. With the new approach, we divide topics and subject matter according to our specialized interests and abilities. Now we take turns preparing and presenting a month's le son in all four counties—sometim as many as 10 times.

Each of us now has more time t spend on lessons and we can be mo specialized. By using our lessons t all counties, we can reach more peop and release time for other activitie

We can allow more preparatic time for better quality education programs, since the responsibility shared by other agents. We averag about 2 weeks on preparation and on presentation of the home furnish ings series. This added up to abo 6 weeks time per agent compared 4 months each of us might have d voted to the same number of lesso under the old system.

After preparation, extra time spe in presenting the material in mo places is comparatively easy to a range. During the 4-week present tion period we still carry on regul county duties.

One agent is able to publicize t entire 4-county program with all t metropolitan area media. (This is result of our self evaluation.) Coun publicity chairmen and stores he distribute thousands of news releas and colorful flyers, all bearing t AADJ heading.

Far-Reaching Effects

Cooperative planning and produ tion of county programs is alrea showing good results.

Recently, two agents who appear on a Denver TV program receiv nearly 400 requests for a leaflet home decorating. Most were fr homemakers Extension had n reached before. The more profession approach of AADJ is easier to ta to TV and new audiences.

Training of 4-H and home demo stration leaders has become more e fective. Leaders from 4-H, hor demonstration clubs, garden clu PTA's, and Y-wives all attend trai ing sessions. (We make a spec effort to contact nonextensi groups.) Kits are offered to all w want to present the educational pr grams to their groups.

The new approach has a bon side-effect making it possible for to become better acquainted wi

(See Area Approach, page 68)

Home agents from the Denver metropolitan area describe visually new audiences reached and time saved through their cooperative educational program. Agents are (left to right) Mrs. Edna Thompson, Jefferson County; Mrs. Lois Kinsey, Adams County; Mrs. Laura Bowman, Arapahoe County; and Jacquelen Anderson, Denver County.

/ VIRGINIA NORRIS,
istrict Home Economist, Missouri

A MULTICOLORED handbill carrying this announcement landed on ie desks of Missouri's extension me economists last fall. This handll was their introduction to a weekng training conference on conmer information at the University Missouri.

"Training meetings were never e this before," murmured one me economist as she was handed Playhouse program by a white ved usher who seated her. In the ckground the music of "There's No siness Like Show Business" could heard.

New Training Setting

louse lights dimmed; spotlights pointed a huge dollar sign against glittering bag of gold. With a usetrap in one hand and a shovel the other, an agricultural econot asked the audience, "Consumer dit—Tool or Trap?"

cenes changed — Fashion Crossds . . . The Merchandise Mart . The Food Market — facts on is, clothing, and home management were offered with a consumer information slant. Topics ranged from New Frontiers in Fibers and Fabrics to The Story on Small Equipment, from Furniture Facts and Forecasts to Why We Buy.

New methods and techniques were featured during the conference — even a live pig. The little porker starred in a skit put on by ag economists and Consumer Marketing Information Specialist Lorene Wilson. If the porker sells at 17¢ a pound, why does the pork roast cost 57¢ a pound?

Supply and demand curves sounded understandable when viewed as pigs and pork roasts!

Each day exhibits in the lobby were coordinated with the topics presented.

Application for Agents

The final morning of the show was devoted to "Future Bookings." Assistant Director Katharyn Zimmerman spoke on the challenge of new audiences. Teams of county extension home economists pointed out that "Every Town Is Different." They told how they would use the conference information with five different audiences — organized groups, employed women, senior citizens and homemakers with physical limitations, young homemakers, and teenagers.

After the production each home economist was handed 10 packets, one for each of the conference presentations. Each packet contained scripts, film lists, fact sheets for radio and TV presentations, news shorts, a selected list of books, and a calendar of programs the university TV station was tying in with the conference presentations.

Talent for the production was recruited from businesses, the entire university, and adjoining colleges. A glance at the playbill gives a few of the "stars"—a Stephens College professor, Dean of the University of Missouri Extension Division, specialist in counseling and psychology, head of the Agricultural Economics Department, furniture retailers, interior designer, county home economists, and resident and extension staff home economists.

Consumer Playhouse was the result of a study started in 1959 to make home economics extension work more effective. It followed pooling and refining of ideas from club women, specialists, and administrators. Home agent training was scheduled on management in 1960 and on consumer information in 1961.

Extension home economists who attended the October training conference had an opportunity to observe a consumer information program in action. A recordbreaking meeting (over 700 people) gathered in Mexico, Mo., to learn about "Living with Today's Fabrics."

Dr. Dorothy Lyle, director of consumer relations for the National Institute of Dry Cleaners, was the speaker. In keeping with the "new" in fabrics, a fashion show featured laminates, knits, blends, and weaves of natural fibers.

A county home economist and buyer from a large St. Louis supermarket talk over marketing on stage during the Missouri Consumer Information Conference for home agents.

The consumer information program was the first of its type staged in the area. It was a cooperative venture of the Agricultural Extension Service and the Retail Merchants Association of the Mexico Chamber of Commerce. The planning committee included a member of the home economics council, three representatives of dry cleaning firms, two retail merchants, and the county extension home economist, Mrs. Ruth George.

How have extension home economists applied the training experiences to their own counties?

(See Playhouse, page 66)

Putting Public Affairs on Hometown Terms

by **VERLA B. ULISH,** Webster County Extension Home Economist, Iowa

"BRING a useful household item you don't need to the next rural women's educational meeting."

This technique — gift exchange among Webster County women attending a public affairs meeting—went a long way toward explaining the principles of world trade. This put international affairs into terms a homemaker could understand.

As far back as World War II, farm women in our county recognized how little they understood public affairs (local, national, or international). And Webster County records of public affairs study programs date from that time.

Variations in Studies

Discussion groups, 1-day institutes, and other meetings have been held on subjects ranging from local zoning and social problems to national economics and international relations.

Lessons have been prepared by the home economist with the help of State specialists. They have been presented to all the organized study groups and to other groups requesting them.

Some presentations have been made on radio and television. Exhibits were displayed at the State fair twice. Several countywide meetings have been held.

Exhibits, exchange of "trade" goods, skits, foreign foods, talks by foreign students—all have been useful techniques.

Turning public affairs terms into "kitchen" terms boosted understanding during a series of meetings. For example, women were shown that the economic stability of the Nation is more important to them than knowing how to bake a perfect cake. For, without stability, they might not be able to buy the ingredients.

A survey of the value of public policy discussions early convinced our planning committee that such subjects must have a place in the home economics program. Results showed that 85 percent of the county people felt they did not have an informed opinion on questions of public policy.

Economics and Sociology Specialist Wallace Ogg told a Family Life Institute gathering, "There has been a revolution in the American way of life during the past 50 years and we must plan to meet the challenge of change."

This included questions dealing wi agriculture.

The survey was based on the fi three public policy topics: Maintai ing Our Standard of Living, Uni Nations and How Other People L and Trade — Foreign and Domes

Following the original three topi county women studied: Knowi Your World Neighbors, Full Produ tion for Full Employment, Unde standing Asia, Understanding Russ Understanding Our Foreign Polic Economic Progress, You and Yo Government, and Public Policy- What Is It?

In a program on Our Changi Economy, women looked at loc problems. Farm income here h fallen behind the rest of the eco omy; boys were leaving the far farm families were decreasing number; rural schools and church were disappearing.

Countywide Meetings

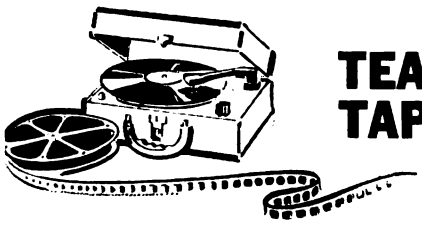
More than 450 Webster reside studied these problems in small di cussion groups. In addition, a 1-d countywide Family Life Institute w held for community leaders.

The county superintendent schools and two vocational educ tional staff members from Iowa St University were on the progra They stressed the importance young people being prepared in skill, service, or profession.

At another Family Life Institu Community Planning for Our Futu was featured. A member of the F Dodge Zoning and Planning Co mission spoke on the importance county planning. A rural sociolog and an extension economist fr Iowa State also participated.

County women have also taken active role in the statewide progra Challenge to Iowa and Iowa's Futu These discussions gave our cou people a chance to broaden the sc of their thinking.

We plan to hold more educatio meetings in public affairs. Our h is that they will lead people to bet prepare for the future through derstanding other people. For, w we are talking about ideas in pu policy, we are really interested people—ourselves and others. ■



TEACHING WITH TAPE AND RECORDS

by **ROBERTA C. FRASIER,**
Family Life Specialist, Oregon

"Necessity—the mother of invention" explains why we have xperimented with tape recordings as teaching tool in Oregon's family fe program.

Two lessons—Developing Responsiility in Children, and Widowhood—ave been taped and recorded for use 1 this year's program.

It all started when one county reuested a program on "widowhood." gents worked with the specialist in eveloping the program, but felt they ouldn't teach it. They were ready to ancel the lesson, unless the specialt would do it.

Emergency Operation

Pressured into doing something, we ot the idea of supporting the agents ith short tape recordings.

The recordings proved so helpful at we decided to use them again. nd since our program uses project aders as teachers, we wondered why is wouldn't work as well for them. We decided to try it. Realizing that ost project leaders wouldn't have pe recorders or money to rent em, we used a phonograph record. The recordings are integrated into e total lesson plan. A summary of e unit lesson on "Widowhood" ustrates how we have done this.

First we set the stage for learning, mphasizing that this lesson conned facts, not just a pooling of perience. Next, we gave a quiz on cts of widowhood, including some itude questions.

We told the group to listen closely the recording because they would d some answers to the questions. e first section of the record, a talk "Widowhood in America," was yed. Learning was reinforced as t members reviewed the facts and ed them on an easel.

A discussion of some of the problems of widowhood was next on the agenda. Cases portraying situations faced by two widows of different ages and financial status were presented to the group. These cases focused the discussion and led into the next section of the recording, "Adjustment to Bereavement." Following discussion, the third section of the recording, "Learning to Live Alone," was played.

This lesson was structured so that at this point the group was involved with the question: How can we prepare for widowhood? After discussion, members heard the final recording, "Preparation for Widowhood."

At no time did the recording become the lesson—it was a way to pinpoint the facts and focus discussion on them. The recorded sections were 3½, 7, 3, and 3 minutes long.

A definite advantage of the recordings is the opportunity they provide to bring out points the group may have missed. For example, the recording, "Adjustment to Bereavement" begins: "You've been discussing some of the problems of widowhood. As you looked at these problems you probably noted they varied with age, health, and finances—even with the personality of the individual."

Reactions to Recordings

How did unit members feel about use of recordings? Here are a few comments:

"I think the recordings were fine. We listened without interruptions. We gave our undivided attention because we knew the tape would not be stopped for questions and we would have an opportunity for discussion when it was finished."

"Recordings provided contrast with the lecturer and there was no wasted time. Presentation of information was concise and brought the lesson to the unit members directly from the specialist who has a more complete background of the subject. I liked it."

Janet Walker, Sherman County home agent, expressed sentiments shared by other agents:

"Using your tape recording helped me as this is a difficult subject to tackle. I'm not speaking of helping me by its contents, but by giving me more confidence. I think it does this for a project leader, too. The record keeps the lesson on the subject. Discussion breaks give the women an opportunity to express ideas and feelings. The project leader is still doing a job in leading the discussion.

"Women listened more attentively to the record than they sometimes listen to a regular 'live lesson.' The quiz before the lesson prepared them to listen for specifics during the recording and also aided discussion. Listing problems and concerns was effective as it brought the problems before them one more time.

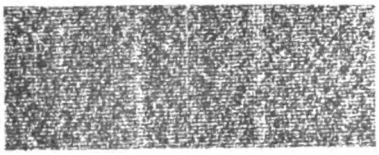
"Recording is an excellent means of communication between county women and the State staff. We so often are asked why the specialist can't come around more frequently."

Unlimited Potential

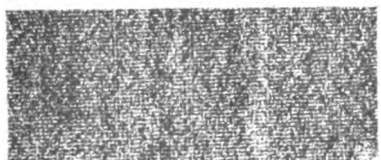
At first, we were afraid the records would not stimulate sufficient growth in the leaders. However, leaders indicated that they prepared as much for a lesson using recordings as any other. Before the meeting each leader studied background material, the recording script, and the leader's guide. Using a recording is not a lazy way of doing a lesson!

Based on our year's experience we feel there is unlimited potential for the use of recordings. We have not attempted to make the recordings "perfect"—each could be improved. But we feel they are doing a job. As we gain more experience, we'll probably change both lesson plans and recordings.

We are enthusiastic about the use of the recordings as a way to extend the specialist's contacts and as a way to up-grade project leader teaching. We think it gives support and security to agents and project leaders to teach in any area in which they lack confidence. ■



CLOTHING



has modern meanings

by **JOHN G. CHANTINY,**
Family Life Specialist, and

JEAN M. SPEARIN,
Clothing Specialist, Maine

CLOTHING projects once automatically meant lessons on pinning, cutting, sewing. Construction skills were emphasized.

But clothing has certain social and psychological meanings for people. And people are becoming more aware of these meanings, making them part of their daily living, and seeking information from Extension.

Consumption skills—selecting and using clothing—may be harder to understand and talk about. But this should not minimize their importance as a growing problem to families.

Maine's project, Clothing's Modern Meanings, was designed to stimulate awareness of the roles and effects of clothing.

New Project Approach

The project content and method differ from standard clothing projects. Our aims in this change are to emphasize the quality of the learning process as an educational objective, promote understanding and use of concepts, and involve everyone in the learning process.

Involvement is the key. For agents, involvement is in preparation and presentation of the topic; for homemakers, it is in discussion. Involvement helps both develop a new concept of clothing which they can use as consumers.

Maine extension agents were introduced to the social-psychological dimensions of clothing through two area workshops. These were held following the 1959 National Extension Clothing Workshop in Oklahoma. After each Maine session, agents were asked to identify ways in which they would use these new insights in their extension educational job.

Later, agents asked for help in introducing this dimension to homemakers. So, the project Clothing's Modern Meanings was born.

Training for Agents

Part of the next home agent subject-matter training week was earmarked for background in Clothing's Modern Meanings. Training was planned to help agents develop their own understanding. Subject-matter knowledge, combined with an understanding of county people, is basic to leading this type of discussion project.

Part of one day was devoted to library research and a half day was spent discussing the reading. This involved agents in both the idea concepts and in planning the project process. Possible points for group discussion were shared, ways of illustrating the presentation were suggested, and the proposed subject matter bulletin was evaluated. Each agent was responsible for outlining her own presentation.

County Panels Formed

Six of the seven counties scheduling this subject presented the project through group discussion. County area meetings were held in the seventh. Since the area meetings combined local extension groups, representative group discussion through panels was arranged.

Panel members worked on discussion questions ahead of time. For example: What are you saying to others when you put on a particular outfit? Why do you select the clothes you do? How far do you go in accepting current styles? How important to you is social prestige?

Panel members participated willingly and the groups listened attentively, volunteering contributions and questions.

Agents' progress reports indicate that this new approach in clothing meetings was accepted. Group discussion was recognized as a healthy release. The women appreciated the value of thinking through their own answers and reacting to others' remarks.

Recording Reactions

Franklin County Home Agent Gwendolyn Hughey reported, "One group brought out that what I wore would also affect the results of the meeting. I had been aware of this but was surprised to hear the group express the idea." This concept has long-range implications.

A significant comment came from Washington County Home Agent Sara Watson following her local meeting. A participant wrote, "I enjoyed our meeting but it made me wonder why I am like I am, why I dress as I do and why I wonder why I do."

The project had meaning in another way for one group which reported, "There were some remarks that they 'wouldn't go to church' because their clothing would be looked at. So we had a brief discussion of why we go to church."

Another agent summarized her group's reactions by saying, "The discussion which this meeting produces is involved, indicating that the subject is not really simple but complex. For example, in one group the parent-child relationship involved clothing choices seemed important and the social-psychological importance of clothes to teenagers was discussed."

Clothing has a place of increasing importance in today's living. Clothing introduces the individual to the outside world and it provides a continuing opportunity for expression of personality. It seems wise, therefore, to build understanding of "clothing's modern meanings." ■

Pilot Project

Management for young homemakers

by **EUNICE N. TIBBOTT**, Cambria County
Extension Home Economist, Pennsylvania

MANAGE Your Way to a Better Day—that's the prescription ielping young Pennsylvania home-nakers to get more out of their time nd energy.

Many young women are marrying arly. Some have high school home conomics training; others rely on mother's methods" of homemaking. number of young homemakers find ney lack know-how in coping with ousehold chores and a growing fam-y.

Management of time and energy is guidepost for young homemakers follow. And this guidepost has been lanted in nine Pennsylvania coun-es as a pilot project. Young home-akers, between 18 and 30 years of e, are often left out of Extension's lucational program. This group ids it difficult to attend meetings.

Project Launching

The need for a special project for ese young women was plain. So e project on management of time d energy was launched.

Extension home economists from ot counties were invited to a spe-l training session. The subject itter was not entirely new. But rning to present it in an interest-manner to a group we had little itact with, presented a challenge. We faced problems as we returned our counties. Where do we find roup that can be organized to take project? How do we arouse a ng homemaker's interest? Are we nd to the limits of age 18 to 30, h at least one preschool child? w will young homemakers react to mework"?

With enthusiasm high, the cam-gn to organize a group in Cambria nty began immediately.

Advance and followup news stories were published. For several weeks, "Manage Your Way to a Better Day" was given life on radio programs.

Personal visits were made to acquaintances in this age group and each young woman was urged to bring a friend to the first meeting. This last recruiting method proved to be most successful.

Twenty-six inquiring young women attended the first get-together. Of these, 21 completed the project. Meetings were held at night, according to the group's decision, so husbands could baby-sit.

Each of the young mothers met the qualifications regarding age and family. Keeping the age limits and common problem qualifications made for a better group. A second group, for which qualifications were relaxed, was not so successful.

Most of this original group were newcomers to the community and had not met before. At the first meeting, small buzz group discussions and reports to the whole group by a "buzz chairman" helped pave the way for making friends.

At the second meeting, individuals melded into a group. Discussion became almost impossible to stop because of the great interest.

Throughout the series, we had a regular exchange of reference files, newspaper clippings, and magazine articles, as well as individual experiences.

Flannelgraph and easel made basic principles of time and energy management come alive.

But the most effective teaching method was the group discussions. With so many problems in common, the young women experienced deep satisfaction from exchanging ideas and frustrations.

The role of the teacher was primarily to guide. As one young woman put it, "But when we needed ideas our teacher was there to give them to us."

These young women also enjoyed the paper work in class and faithfully carried out home assignments. They seemed to gain satisfaction, too, from feeling they were in school again.

As they continued through the six scheduled meetings, the group became so closely knit it preferred not to invite outsiders to the last meeting as the project suggests. Instead, they decided to evaluate the sessions through role playing.

Continued Interest

Evaluation showed that thinking through their use of time and energy seemed to help these young women understand and accept their status. Many felt that most important to them was learning that they can be flexible in planning their use of time and energy.

The group continued to meet even after completing the project. They sent representatives to leader training sessions and continued their meetings at night.

Several members attended other extension meetings and arranged to participate in an extension tour. One young woman attended Homemakers Week at Pennsylvania State University and wrote about her experiences for the young homemakers' newsletter. Several members prepared and presented a skit at a countywide homemakers day to create interest in the project.

All this activity came from a group which, before "Manage Your Way to a Better Day," was not familiar with the extension program.

One of the keys to success was developing the feeling that this was "their" group. The members decided which way the group would go within the confines of certain facts to be presented.

As teacher, I gained satisfactions and information from working with this group. It is a joy to provide information for a group that is so eager to learn. ■

confidence develops through Child Study Series

by **MRS. ELIZABETH W. GASSETTE**, Hartford County
Home Demonstration Agent, Connecticut

How to help the child feel secure . . . education for a conscience . . . how to help children explore and develop creativity . . . how to help them with their changing fears—were discussion topics in a recent series of meetings on child development. Thirty Hartford County mothers of children under 9 years old participated.

How successful was this series? Participants said they gained confidence as well as guidance in these problem areas.

One mother, in evaluating the sessions, said: "I found this series timely and helpful. I left each of the 4 days feeling as though I could handle any situation. I was wrong. But truly, they did serve to help me gain the self-confidence I so needed."

Development of Interest

Our county has had a strong program in family life and child development for some years. It was aimed to meet the needs and problems of cooperators.

To insure this, women representing several geographical areas and ethnic and economic groups studied and planned program possibilities with Fay Moeller, family life specialist, and the author. Projects were problem oriented. Only one area was chosen each year, and training was given in using the discussion method.

The number of groups including family life and child development projects in their programs increased. People felt free to express their own feelings as they related their experiences to the information given.

But participants did not want to wait a year between projects. So the idea of a series was born.

To begin, the county family life committee chairman called together several mothers with children in the 6 to 9 age span. The mothers discussed their problems with the specialist and home agent. They decided on four areas which seemed to create snags for parents—helping children feel secure, educating for a conscience, creativity, and children's fears.

Specialists Involved

Special emphasis was placed on the need for mothers to talk together in small group discussions with a resource person who had training in child development. Specialists from the State Department of Mental Health and the Family Service Society assisted. Dr. Elias J. Marsh, State Department of Health; Dr. Beatrice Wolfson, clinical psychologist; and Mrs. Elizabeth C. Lemon, clinical social worker; all participated in the programs.

All home economics extension groups and mothers clubs in the Hartford area were notified of the project. The first announcement appeared in a circular letter. This was followed by reminders in local newspapers and on radio.

There was no pressure to send anyone for a leader training-type of meeting nor to expect those attending to return to their groups with information. (However, we have found from experience that leader information meetings have become a way of life in our county.) We felt that a few mothers with a comfortable feeling about the project would eventually do more good than many "worried" leaders.

Meetings were held on four con secutive Tuesday mornings at th county extension office. Participan took home reference material to rea between meetings and evaluated th series. All evaluation sheets were re turned.

There was an atmosphere of info mality and helpful friendline throughout the sessions. We were a small conference room with mo able seating and adjoining rooms f small group discussions. "I feel fr to speak up in this small group," w often heard.

A flannelboard, photographs, ne articles, and a lending library added to the study series.

Thirty-minute lectures were giv by Dr. Wolfson. When "burnin questions were raised, the group vided into smaller units. The fam life specialist, clinical social work and agent acted as resource perso for the groups. Each mother had opportunity to work with each source person. The lecturer mov from group to group to learn wh should be stressed in her summary

Favorable Reactions

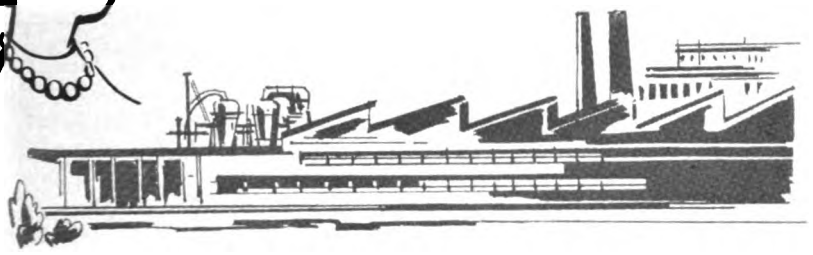
The professional participants they had gained in information, u derstanding, and friendships. Wolfson used the evaluations to sh a group of clinical psychologists a educators how women react to t type of series.

As a result of the series, the mo ers attending and others who h heard about it, asked for a simi series on children ages 9 to 12. Gro planning proved effective for t series also. And this second se brought forth requests for the sa treatment on special problems teenagers.

"Fathers are parents, too," co mented one mother. "What can we about including them in some of meetings?" The answer, we hope, c come from the 1962 planning co mittee of interested parents.

We feel that this method of tr ing special problems of a special gr of people has worked out well. as you can see, our audience wa more of the same education in c development. ■

so you're going back to work



by **MRS. EMILY QUINN,** Pima County Home Agent, Arizona

Editor's Note: Mrs. Quinn has re-ntly been studying at the National gricultural Extension Center for dvanced Study, University of Wis-nsin.

WOMEN who return to the work force after keeping house full-ne for a decade or more face prob-ns. These problems range from in-equate office skills to management the home in their dual role of reer-homemaker.

In 1955, 46 percent of U. S. women ld full or part-time jobs. By 1965, least 50 percent will hold full or rt-time jobs. A former Secretary Labor said that if all the working men quit tomorrow, our economy uld collapse.

The average woman today has her t child at the age of 26, lives to be and has 40 years as an adult, ny years without the responsibil-of raising children. Many of these nen re-enter the working force at ages of 30 to 40 with an educa-which has been "frozen" for up decades.

study by the Arizona State Em-ment Service projected that ap-timately 5,000 women will find agricultural employment during next 3 years. Many of these nen will be returning to the work e.

ne survey also reveals that women esented 30 percent of the work-force in nonagricultural employ-t in Pima County during 1956. It projected that this percentage would be maintained in 1961.

How can a woman returning to the work force bring her skills and technical knowledge up-to-date? Are refresher courses available in her former field or should she acquire a new skill? What amount of the paycheck will go for new expenses? How can she look and feel self-confident? How does she go about getting a job? How will she manage her home and work, too?

These questions were first brought up at a meeting with a member of a women's service club and the woman's editor of a Tucson newspaper. The questions developed into the seminar for women returning to the work force, "So You're Going Back to Work."

The seminar's objectives were to:

Evaluate the skills and capabilities of the women attending.

Provide information on refresher courses in the women's fields, so their technical skills could be brought up-to-date.

Encourage women to use their highest skills and acquire new ones.

Develop an awareness of the psychological, budgeting, and home management problems of their dual role of career-homemaker as they affect their families, their coworkers, and themselves.

Provide information on grooming, job interview, and tests that would enable the women to obtain jobs.

A series of four evening meetings were designed to help women make the transition from the home back to the job. These were held in 1959.

Seminar Plans

Seminar subjects were: Courses and Resources to Sharpen Your Skills; How to Make Your Job Pay; Getting Ready for Your Job; How to Feel More Self-Confident, More Comfortable, Through Better Grooming; The Psychological Adjustments of a Successful Career-Homemaker; How to Impress an Employer; Proficiency and Aptitude Tests Available; How to Handle a Job Interview; Managing the Home; Planning Nutritious Meals for the Family; and Planning the Management of the Home.

Speakers for the seminar were eight women from professional fields. They included an advertising agency representative, assistant U. S. attorney, society editor, family service agency, Arizona State Employment Service, department store credit manager, extension nutrition specialist, and home agent.

Publicity before and during the seminar was carried in newspapers, telecasts, radio interviews, and spot announcements.

More than 100 women, predominantly in the age groups of 35-40 and 50-65, attended. Most had not worked for 5 to 10 years. They were returning to work either because of an immediate financial need or to supplement family income.

Evaluation sheets indicated that the women found answers to their most perplexing problems. In some cases they would have liked more detail. But none commented that another subject should have been discussed or that a subject on the agenda was unimportant.

Typical of the comments were: A magnificent presentation of a very important subject. You have restored my faith in myself — I am sure I have grown 2 feet taller since the first meeting of your seminar.

(See Work Seminar, page 68)

Model Home for Modern Homemakers

by **MRS. JUANICE G. BOYD,** Andrews County Home Demonstration Agent, Texas

A MODEL home, planned and built as a consumer educational program, has reached more than 1,200 Andrews County people. This audience is what gives the lay planning committee a feeling of accomplishment.

Early in 1961 the Andrews County Housing and Home Furnishings Committee began operations. They approached the task by first discussing local housing and related problems.

Mrs. Opal Herring points out landscaping features at the model home to fellow members of the housing and home furnishings committee—County Commissioner Gene Irwin, Home Agent Juanice Boyd, and Mrs. Elsie Martin, drapery company owner (left to right).

This committee includes representatives of drapery, furniture, interior decorating, appliance, insurance, real estate, and utility companies; nurseries, local government, chamber of commerce; builders, architects, teachers, 4-H, and homemakers.

The State housing and home furnishings and home management specialists helped the committee formulate problems and objectives. Other resource people also helped plan and carry out the committee's project.

The committee hit on the idea of a model home for a teaching device. This home was to be used not only for exhibition, but to relate home buying to family budgets and to make the public aware of available information.

The committee found the average age in Andrews County is only 26 years; average family size is 3.9 members and average per household income is $6,500. This income is above both the national and State averages.

So the project was planned with the young homemaker in mind. And the committee selected a house suitable for the average county income.

A builder on the committee offered one of his homes for a mont long exhibit. The home was co pletely furnished by other comm teemen. Draperies and landscapi were also provided by commit members.

Publicity was assigned to t county home demonstration age Information was prepared for new paper articles and radio progra This was backed by tapes and leases on home ownership from t home management specialist.

One radio station carried spot a nouncements on the model ho throughout the month. They a broadcast a special interview w the secretary of the committee.

Letters sent to presidents of organizations in the county explai the project and invited their me bers to visit the exhibit. Club me ings also provided opportunities committee members to speak ab the model home and to distrib information.

Participants at a Lions' club s per meeting were invited to go and view the home that even Special open house hours were h for them and a good number sponded.

"Open Door" Policy

Opening day was set for Sund October 1. Open house was held e Sunday and Thursday during month and for special appointme at other times.

Give-away sheets had been wor up on: budget, cost of home own ship, cost of insurance, cost of f nishings and equipment, drape and cost of landscaping. This in mation was compiled in a booklet distribution during open house.

Posters in the house showed costs of items, the budget, and names of committee members.

Committee members worked a schedule for guiding tours, expl ing the booklet, and answering q tions. They found this time spent since visitors seemed more preciative of the educational in mation after it was explained.

The model home received good sponse from the first time it was

(See Model Home, page 70)

The Andrews County Housing and Home Furnishings committee planned and furnished this model home for an educational exhibit.

Team Approach Gets Results

by MRS. CHRISTINE P. McCRADY,
Kings County Home Advisor, California

Kings County Nutrition Committee members Kenneth Rea (left) and Grace Kindy (right) plan ways of reaching more teenagers with Home Advisor Mildred Townsend (center) and the author (standing). Mr. Rea is a 4-H leader; Miss Kindy, a nurse with the county school office.

WILL a countywide nutrition program work? Will people participate?

Kings County, Calif., home advisors say the answer to both questions is, Yes. And we offer our own 4-year program as proof.

At least 15 groups were involved in teaching county people better nutrition. These ranged from a nutrition steering committee to the local dental association. Many groups had not taken an active part in previous extension programs.

This was an overall program, not limited to any one group. In 1958 we reached nearly 6,700 people, in 1959 8,850, in 1960—almost 13,900, and and in 1961—about 4,650. Half of the audience was teenagers, reputed to be the poorest fed members of a family.

Our nutrition program got its start at a statewide nutrition conference for home advisors late in 1957. Armed with background information, Home advisors Mrs. Mildred Townsend, Mrs. Anna Garner, and the author prepared to launch a county program.

Involving Supporters

First, we talked with many persons, gaining encouragement and support. Some 65 professional and lay leaders attended the first meeting in April 1958. This featured a symposium of medical and dental association representatives, a University of California nutrition authority, the extension assistant State leader, the county extension director, and the home advisors.

Panel members discussed possible fields of emphasis for a county program. We decided one of the most pressing needs was teenage nutrition. Formation of a nutrition steering committee was also suggested. This committee included representatives of farm organizations, county departments of public welfare and public health, district PTA's, county superintendent of schools, county 4-H council, school nurses' association, home economics teachers, community service organizations, restaurants, dental and medical associations, and Extension.

The steering committee gave effective, working guidance to the entire program. At the first meeting they discussed nutrition education then being done in the county. Other meetings contributed to the development of the program. The group decided to accent teenage nutrition, but all important areas of nutrition were to receive attention.

To reach as many of our county people as possible, we used a variety of methods to present nutritional facts.

We reached many people through nutrition short courses and special interest meetings. A workshop for restaurant workers, nutrition leaflets for dental and medical offices, work with parent and youth groups, and a nutrition puppet show all helped the program gain headway.

Because many Kings County people are Spanish-speaking, pamphlets were written in Spanish to correspond with those in English.

Newsletters, newspaper items, and radio supported the program. Exhibits were used in many places.

Teenagers Pat Wallner, Jerry O'Conner, and Virginia De Santos set the stage for a nutrition workshop with the county home advisors.

Surveys of eating habits were helpful all through the campaign. One of these was conducted from a fair booth, "Breakfast Is Important." Passersby were asked to score their own breakfasts.

The same survey form was used in high schools for teenagers to score their breakfasts.

The program snowballed.

At the end of 1960, home advisors felt that nutrition education had gained enough momentum so we could drop the campaign approach and the program would continue.

Many people were now watching for teaching opportunities; we received more program requests; the steering committee continued to explore areas of need. And so—the program continued in 1961, as more and more people gave "a helping hand."

(See More Results, page 71)

Indian Family Progress Leads to Widerange Benefits

by **MRS. NETTIE PLUMMER,** Associate Home Demonstration Agent, and **ROBERT H. WOOD,** Associate County Agent, Blaine County, Oklahoma

AMONG the last of a proud people to make peace with the white man was the Cheyenne-Arapaho Tribe. But they have made much progress since allotments were given to families on the reservation in 1896.

It takes both home visits and group meetings to establish a successful extension program with our Indian families. And we must cover seven counties in Northwest Oklahoma, what was once a reservation.

We visit individual homes together for family planning. Financial planning, home and yard improvement, and 4-H encouragement call for dual efforts. Families also may need assistance with sewing, cooking, food preservation, storage improvement, home food production, and livestock and crop projects.

Farm and Home Planning was started with 35 families in our area. Both agents met with family members to discuss what they wanted and needed. With some guidance all set up long-time goals.

Costs were estimated both for necessary living expenses and improvements or activities wanted. This aroused interest in ways to cut living expenses, increase family food production, and increase family income to reach these goals.

Eva Marie Old Crow, elected student of the year in her high school, is also the family combine operator. Careful family planning made it possible to purchase this and other new farm machinery.

Many of these families also have become members and leaders in home demonstration, neighborhood, and 4-H clubs. The Denny Old Crow family of Hammon, for example, have developed leadership qualities while improving their farm.

Seven years ago this family was farming two quarters of land with a limited amount of old equipment, hard to keep in repair. They had five grade milk cows.

With the help of a Farm and Home Development plan and an FHA loan, this family now farms 720 acres. More than 600 acres of this is tribal land leased through the tribal council. They have new equipment, and own 30 head of cattle.

Community Leadership

The whole family is active in extension activities.

Mr. Old Crow recently completed a term as tribal councilman. He is an active 4-H club leader and takes boys on land judging and livestock judging trips.

Mr. and Mrs. Old Crow and two other Indian leaders attended the 4-H Leadership in Depth course last year. This is a series of seven dinner meetings in another county for local adult 4-H leaders.

Mrs. Old Crow's sewing helps stretch family clothing dollars. She has been sewing leader for the Indian girls in Hammon 4-H Club for the past 3 years. She is also president of a neighborhood progress club.

Daughter Ruth has won many ribbons and has placed first in Custer County with clothing exhibits the past 2 years. Son George has several agricultural projects.

Another family active in extensi programs is the Sam James family Geary.

Mr. James is secretary of t neighborhood progress club; M James is president of her home de onstration club; son Sammy is pre dent of the 4-H club and daugh Ruby is song leader.

Not long ago Mrs. James' club s lected a project to aid shut-i This project to help others indicat a step forward for all the club.

Though we have some all-Indi clubs and activities, Indian peo are also involved in the regular cou ty and State extension programs. I dian children in other communit participate in regular clubs. Leade and outstanding club members ha attended 4-H Leadership in Dep training, 4-H officers training scho county and State fairs, and distri and State conferences.

Young George Old Crow has 4-H hog a wheat projects in addition to milking Sho horn herd.

Leaders are being developed they preside at extension club mee ings, serve on committees, discussi panels, and buzz sessions. They a taking part in regular communi county, and State extension pr grams, tours, fairs, and training a tivities.

The agents have had the m success where individual home vis supplement neighborhood progr clubs, home demonstration clubs, a 4-H clubs. When a whole family involved in extension group activi the family progresses steadily a becomes interested in community a tivities. Benefits reach every fam member and beyond, into the wh community. ■

On My Own with an Isolated Audience

y JEAN BURAND,
listrict Home Agent, Alaska

Editor's Note: Mrs. Burand's area r district (Alaska does not have unties) is larger than Texas. She avels about 7,000 miles by bush lane in a year.

OVER morning coffee, my village guide and interpreter, Mrs. ildred Sage, casually asked, "Can u jar fish?"

For a moment I was jarred. I eded an interpreter for my inter-ter! Only half my mind had been the conversation. I was planning village visits—sewing machines be repaired, program plans for the H and the mother's clubs. Conver-ion stalled.

Then came a glimmer of light. If e cans fish in tin cans, it follows at one jars fish in glass jars. From at point on, we discussed in detail e process of canning fish in glass rs.

Checking Raw Materials

Happily, the question served a fur-er purpose. I discovered there were veral pressure canners in Kivalina. it, not a single instruction book was be found.

September isn't fish canning sea-n in the Arctic, so we held a dry-n on canning (or jarring) fish. ere was great interest and a date s set for my return next June to ld a real workshop on fish canning. Arrangements included who would ng canners, fish, jars, lids, and jar gs. To my surprise, they all had s, but the lids and bands were long ce gone. The only way to get more s was to buy more jars which uld come supplied with them. The

With a pressure cooker under one arm, bulletins under the other, and pockets full of hard-to-get items, Mrs. Jean Burand serves Alaskans in remote villages.

mail order catalog, so vital to remote Alaska, was checked with no result. They no longer carry lids or bands for glass jars. Our canning workshop seemed doomed.

Then, last Christmas while shopping in Fairbanks—lo and behold—I found jar lids and bands!

Two boxes of each, along with information as to source, supply, and cost, are now with Mrs. Sage and her community. Next June's fish canning workshop will go on as planned.

You may easily see that home demonstration work in northwestern Alaska is a two-way operation. The brain may tire, but it will never get rusty.

Experience builds up empathy with those who find the English language tricky and confusing. It leads those who would teach to carefully choose words, subject matter, and techniques which will communicate meaningfully.

Often it is difficult to find where the audience is. In many ways, the village teachers are helpful. One has to learn to "receive" and "decode" constantly, whether on a home visit or strolling along a village path.

For instance, a recipe reading "Bake at 450° F. for 15 minutes and then at 375° F. for 45 minutes" must be changed to read, "Bake in a hot oven until it starts to brown, then in a moderate oven until it begins to leave the sides of the pan."

Often a method of judging oven heat must be offered. So, it is common advice to say, "If a piece of white paper will scorch in 3 minutes in the oven, it is about 450° F."

Of course, care must be taken to provide recipes that include only items readily available. For remote villages, this eliminates all fresh fruit, spices, fresh dairy products, and (most of the time) fresh eggs.

So, a good recipe for food, home improvement, or recreation is challenging when it contains one ingredient not commonly available. For example, dried vegetable flakes have been a boon for soups, stews, and salads. They provide reasonably priced, easy-to-store taste adventures.

One villager requested a cake recipe. The homemaker had eaten it while in the hospital. I took some commercial recipes with beautifully colored pictures on the next trip and found the instructions she wanted.

On my next visit I asked about the cake. Her face fell and she said she had not been able to make it because the one village store did not carry that kind of flour. I had been certain the recipe called for ordinary flour. Then came the dawn—a brand name had been mentioned.

Basic Buying Notes

This opened an entirely new area of teaching. Consumer buying education is at the grass roots here.

Read the label when you buy. Learn the difference between types, kinds, and brands. What is a brand? What is a kind of flour, of soap, of cereal, of baking powder, of blankets, baby food, outboard motors, or roofing materials?

The village store usually has one kind of each. The village homemaker with limited reading ability has a double handicap.

Remodeling and home improvement articles are inapplicable to 89 percent of my 4-H'ers and homemakers. I have an equal obligation to help the remaining 11 percent make

(See Alaskan Agent, page 70)

Homemakers' Survey Calls for Program Changes

by **MRS. MINNIE MILLER BROWN,**
Assistant Negro State Home Economics Agent,
North Carolina

A SURVEY of more than 1,000 North Carolina Negro homemakers is leading to a shift in program emphasis for this group.

The study was made in 1960 to obtain specific information on social and economic characteristics of homemakers and their families. We wanted to know some of their homemaking problems, practices, and interests; the extent to which home demonstration club women pass extension information to nonmembers; why women do not belong to home demonstration clubs; homemakers' preference for receiving information on home and family living; and to what extent nonclub members benefit from the program.

To prepare homemakers and others for the study, radio, newspapers, television, letters, and public meetings were used intensively. We kept them informed both before and during the study.

Scientific sample procedures, suggested by USDA, were used to select the statewide sample. Half of our interviewees were club members; half were nonmembers.

Personal interviews were carried out by 20 Federal, State, and county extension workers and 60 lay leaders. Lay leaders included home demonstration club members, retired extension agents, and local college students.

Data were processed in the statistical units of State College and in the Federal Extension Service. Plans included comparison of information from members and nonmembers and on virtually all data.

Highlights of Data

Almost half the club members were from rural nonfarm homes; 42 percent were from rural farm homes; 11 percent came from urban areas.

Among nonmembers, 43 percent were from rural nonfarm families; 32 percent were urban homemakers; and 25 percent were from farms.

More than half the members and more than two-thirds the nonmembers reported less than $2,000 family cash income in 1960. Seven percent of the members and 4 percent of the nonmembers reported family cash income of $5,000 and over. As the of the homemakers increased, ported family income decreased.

Fifteen percent of the men and 13 percent of the nonmem worked full time away from h for pay. Twenty-seven percent o members and 25 percent of the members worked part time.

In addition, more than 25 per of the members and 15 percen the nonmembers reported ear money regularly at home.

More than half the club mem reported having contacted or ass an average of three nonmem with homemaking information. M bers under 30 years old tend, than older members, to invite members to club meetings or ex sion events.

Implications for Extensio

Nearly all the member and member families' cash income c be classified as low. These find indicate the need to reach low come families. Program emph should include: financial man ment through greater use of the f ily approach; recommended ho making practices which can b satisfactions and contribute to creasing family income; greater of an interdisciplinary approach interagency approaches in deve ing resources and exploring oppo nities for new sources of inco greater and more effective use of problem-solving approach; explo career opportunities with 4-H m bers; guiding families in setting g and working toward better living

The large proportion of mem teaching nonmembers things lear in clubs, shows a need for enri ment of program emphasis and le ership training.

The kinds of employment homemakers suggest that teachin skills should not be overlooked. programs could help them meet requirements better. We might emphasize management of time energy.

This information is just a "bi eye" view of this study. Comp findings will be available this spr We will take off from there for program emphasis. ■

Home demonstration club member Shirley King (right) interviews nonclub member Mrs. Eugene Flint and her husband during the North Carolina homemakers study.

Reaching Migrant Workers

MRS. OMEGA JONES, Assistant Home Demonstration Agent, Somerset unty, Maryland

IGRANT workers play an important role in Somerset County's dculture. Extension educational rk with these workers and their nilies can benefit both them and r permanent residents.

My interest in these migrant work- goes back a long time. I had ob- ved them harvesting field crops . saw them pile out of trucks to p in local stores . . . listened as al people talked about these mi- nts and commented on their living l working conditions.

n 1958, a request to serve on a tri- nty migrant committee under the ryland Council of Churches was piring. This assignment presented ıy opportunities and challenges adult leaders, 4-H'ers, and me.

Cooperative Planning

he migrant committee, chairman- by a clergyman, also included nbers of the board of education Governor's committee for Regu- ons and Study of Migratory Labor Maryland, two ministers, manager the Westover Labor Camp, and r laymen.

1959, while I was serving as rman, the tri-county committee ned a child care center at West- Labor Camp. An old Civilian servation Corps building was con- ed into a center. Help was offered he migrant committee ministers representatives of the U. S. Pub- Health Service and State Depart- t of Public Welfare.

fore the day care center could in July, building and sanitation irs were necessary. The public are representative explained the rtance of carrying out all regu- ns. I assisted in planning the ovements and kept homemakers -date on progress. I encouraged to visit as soon as the center ready.

s. Marie Handy, elementary school teacher, was to become director of the center. She visited parents before the opening and explained the purpose of the center. Parents expressed appreciation for having a place to leave their children while they were at work.

Homemakers' Interest

Homemakers were stirred. Wesley Homemakers were the first to hold a fellowship hour.

A "get-together social" gave migrant parents and friends at the child care center an opportunity to meet with the Wesley Homemakers. The migrants seemed at home when greeted in this friendly, informal way. This social created a clear and sincere relationship with the migrant people.

Other clubs caught the spirit and made personal contacts at labor camps. The Mt. Vernon Homemakers invited children and parents from a nearby camp to attend church. The Princess Ann Homemakers visited five labor camps in Delaware.

Reflecting on Causes

When migrant camp season ended, I reviewed and evaluated the migrant work with others. And I pondered: Why were there migrants? Why would people choose this way of life?

The children didn't seem different from other boys and girls. I talked with parents and discovered this was their way of earning a living. "They moved because they must." Some have been returning to Somerset County each summer for 12 years or more.

It was up to permanent residents to continue an interest in them, to improve their living and working conditions. One future plan is to provide the child care center with a shaded play area.

We included the migrants in our home demonstration planning. Initial contacts were made in 1960. And since many laborers return year after year, we feel a beginning step has been taken. County people became more responsive to migrants and looked forward to their return in 1961.

Experienced 4-H club members (standing) helped teach sewing skills to children of migrant workers.

Beginning with Youth

The migrants had asked for help in clothing construction. And we planned to serve them during the 1961 camp season. With the aid of Lavonia Hilbert, clothing specialist, we planned to teach girls how to make an apron or skirt.

At the first night meeting, 14 girls (ages 10 to 16) were introduced to 4-H clubs. They also became acquainted with each other.

In preparation for the clothing instructions, I showed scissors, patterns, a sewing machine, and small equipment. Material for the skirts and aprons was furnished by the Maryland Council of Churches.

The girls were asked to pay for their completed projects. This was intended to help them assume citizenship responsibilities.

A local 4-H leader worked with half the group, so we could give more attention to individuals. Another 4-H adult leader and a junior leader as-

(See Reaching Migrants, page 68)

COUNT-DOWN

(From page 51)

porting role in economic development.

They also may be the means of identifying leaders. Extension home economists can help committees draw on established leaders and their interests. Further, these leaders can be important in diffusing information about the rural areas development effort.

Extension's future role, as visualized by the homemaker, will depend greatly on our ability to help her identify and solve problems. In the words of Dr. M. E. John of Pennsylvania, "In teaching people, we select those ideas that are meaningful to them in their own framework and not something we feel they should know. So many times we professional people have the idea of what people ought to be interested in. What we are doing (with this approach) is shooting at a target that doesn't exist because they aren't interested in that particular thing at that particular time. It is not the question they want answered.

"We who are the teachers and those who are the learners need to agree as to what is the problem."

We have a continuing responsibility to help people recognize and learn to cope with new and increasingly difficult problems. It is both a program planning and a teaching function.

Homemakers' Expectations

What people expect of Extension is determined in large measure by what they think we are capable of delivering. Do they see us as interpreters of social, economic, and technological trends that affect them now and in the future? Do our programs help homemakers develop sound criteria on which to base future judgments?

Homemakers of the future will expect us to be more imaginative in educational methodology. We may have fewer meetings, but more "depth" in those we have.

Mothers of preschool children have been especially appreciative of radio and television programs on ho management and family econom Short courses for young homemak are also proving popular.

The trend toward a series of me ings on one subject designed fo special audience is growing rapi Family financial forums, nutri for the aging or for teenagers, p paring for retirement, are only a f

Home demonstration clubs continue to be an efficient metho teaching subject matter of interes all homemakers. Such groups are our best laboratories for devel ing leadership.

I believe that women of the fut will still look to Extension to k up with new research. They will pect some help with basic housek skills, but much more help w *financial management, consumer ed cation* related to all goods and se ices, *child development* and *hum relations,* and with *community dev opment* and *public affairs.*

What kind and how much h they will expect from us will depe in large measure on what we pr we can deliver. ■

PLAYHOUSE

(From page 53)

In Laclede County, Dorothy Deeds scheduled a Homemaker's Short Course based on ideas gleaned from the Consumer Information Conference. A series of four meetings, open to the public, was held.

County Experiences

A supermarket buyer gave food buying tips. The owner of a fabric shop displayed new fabrics and discussed their care. 4-H girls modeled dresses made from some of these new fabrics. The group visited a furniture store in which the manager discussed furniture selection. The fourth session, New Cooking Equipment, was conducted by an appliance company home economist.

About 25 to 30 women attended each session. Two-thirds of them had no previous Extension contact.

In Cole County a series of meetings called "Stores Open Their Doors for Consumer Information" was set up. Interested homemakers had a lesson on washers and dryers in an appliance store. Things to look for in wood and upholstered furniture were studied in a furniture store with actual illustrations to see and touch. Another local store offered a lesson on selecting floor coverings.

Each store involved provided resource people to give up-to-date information. More lessons of this type are planned.

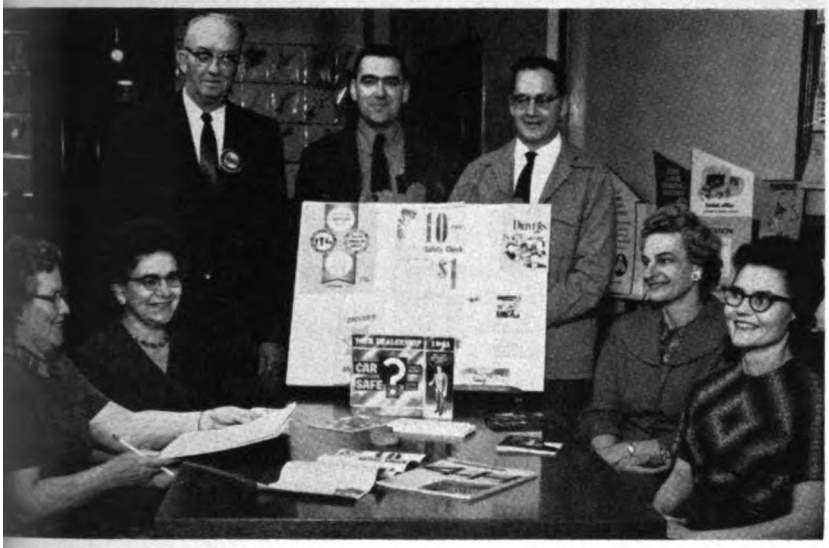
Half of the homemakers who attended each session had no previous contact with Extension. A committee of homemakers worked with the county home economists to set up the series.

From Pemiscot County, Home Economist Ella Stackhouse reports a family living workshop attended by 317 adults. Use and misuse of credit, pitfalls of installment buying, ins ance and wills, producing and m keting vegetables were some of topics covered.

Resource people were recruited give expert opinions and advice each field. Bankers, lawyers, area horticultural specialist, a St agricultural engineering specia and a teacher were included.

Boone County Home Econo Mary Hilliard writes a monthly le to the consumer information ch men of extension clubs. In Janu she listed the folder "Sixty F Facts" and the dates for the coo nated TV, radio, newspaper serie the extension nutritionist. schedule was in the packet of m rial from the October conferenc

It is too early to know what ef Consumer Playhouse will have on "audiences" Extension serves. Bu seems fair to say the prospects bright for a long and successful on the road. ■



eridan County's safety committee reviewed their car safety check program with local officers—(left to right) Mrs. Pauline Deem, county extension agent; Mrs. Mike Nathe, mmittee chairman; Albert Erdahl, sheriff; Irvin Zeitner, highway patrolman; Tom Darland, unty attorney; Mrs. Olaf Arneklev and Mrs. Lyle Medders, committee members.

afe Driving Campaign Wins County Interest

MRS. PAULINE DEEM, Sheridan County Extension Agent, Montana

PROBLEM drivers are a hazard to the safety of our community." is was the kick-off statement at 1960 planning meeting of the eridan County home demonstran club. The discussion which folred led to selection of a traffic ety program for the county in 1.

Sheridan had been one of the first inties to initiate a project for men drivers. Titled "The Woman Her Car," it dealt briefly with o mechanics, care and maintence, and tips on handling the car the highway. Two films on drivtechniques and a safety talk by a hway patrolman were included.

Planning with Officials

he committee planned one of the lessons to be "Know Your ver Manual." Each family was ouraged to study the manual. Club lect leaders made up short quizzes n questions in the manual; some ted outside speakers.

The chairman then met with the highway patrol and city and county officials to secure information for a situation study. The county attorney and a highway patrolman explained regulations and answered the committee's questions. City police and the juvenile officer also sat in on some of the sessions.

Topics covered in the first meetings included: pros and cons of a daytime speed limit (our State has none), driver licensing, rural and town traffic problems, problems with juvenile violators, need for parent cooperation, age range of violators, and causes of serious accidents.

When the information had been collected, a 4-page report was prepared with the help of the county attorney. The report included two goals or objectives for the year: parental control over children and better cooperation with law officers when children are apprehended, and more study of driver manuals and other highway rules and regulations.

Each home demonstration club appointed a safety chairman to receive the reports and record club activities. The report also went to 35 other interested organizations and individuals. These other organizations were invited to make recommendations and suggestions.

The newspaper ran editorials, cartoons, and statistical reports to support the program. The local radio branch station arranged for a special interview with the committee.

The second series of planning meetings started late in 1961, just before the holidays. Again our legal advisors gave the committee information and suggestions. Discussion topics covered daytime speed limits, nighttime driving, 4-H automotive project, livestock on the highway, curfew hours, cars vs. scholarship, and a 10-point car safety check.

Conceiving a Campaign

The committee felt that something more than a report should be their objective. What could they do that would involve more people? The safety check idea was just the activity spark needed.

Garagemen in the county agreed to cooperate. For a reasonable, standard price any operator could have a safety check covering brakes, exhaust, tires, steering, windshield wipers, glass, horn, rear view mirror, rear lights, and turn signals. If the car passed inspection, a safety seal was attached to the windshield. If not, necessary repairs or adjustments would have to be made before a seal could be issued.

The safety campaign was on. The local paper carried a half-page ad; the mayor issued a safety proclamation; the radio broadcast news notices. The safety check went into effect December 14 and will continue through 1962.

The second safety report was compiled again with the county attorney instrumental in setting up the final form. This report went to 75 organizations and individuals because of additional requests, including a few from other counties. Letters were also sent to clergymen suggesting a sermon devoted to the privilege or moral obligation involved in driving.

(See Safety Campaign, page 68)

SAFETY CAMPAIGN

(From page 67)

Mrs. Lyle Medders, committee member and State safety chairman for the Montana Home Demonstration Council, served as a delegate to the Traffic Safety Institute in East Lansing, Mich., in February.

Emphasis at the session was on driver education as a means of reducing the yearly death and injury rate. Mrs. Medders' report of this meeting will serve as a guide for some of our 1962 activities.

The county safety program has proven the value of a lay committee in securing facts and information about a county situation. The discussions have given committee members a greater appreciation for law officers and their efforts to cope with driving problems. The committee has learned that the longer they work with a problem the more interested and involved they become.

There is no way of determining whether the program has prevented an accident or has made the public more safety conscious. However, the State traffic toll jumped to the highest on record while there was only one traffic fatality in our county last year. ■

WORK SEMINAR

(From page 59)

Probably the new self-confidence this group of women gained was of the greatest value to each individual.

The following year an "earnings opportunities" forum was held to help women learn about job opportunities. Mrs. Helen Byrne of the Arizona Employment Agency initiated this forum. She had participated in the 1959 back-to-work seminar.

Personnel from the U. S. Department of Labor assisted in planning and conducting the forum. County organizations and agencies were also involved in planning and publicizing.

The program planning committee included representatives of the chamber of commerce, service clubs, employment agencies, education, commerce, industry, professions, and the home agent.

The forum program was developed around the areas of: job opportunities for women, training and retraining, how to get and hold a job, and local success stories.

Approximately 400 women and men attended the forum. About 300 were possible job applicants; the others were representatives of sponsoring or endorsing organizations and businesses.

There seem to be two outstanding features in planning successful programs beyond organized extension groups—being directed toward a specific audience and being planned as a series of meetings or programs. These two factors were common to both programs and they will be included in future programing. ■

AREA APPROACH

(From page 52)

Denver merchants. In turn, they become more familiar with extension programs. Impressed with the fact that the combined program reaches 20,000 area families, businessmen willingly provide literature and other support.

Response from the leaders indicated that they recognize the value of the new cooperative approach. A simple questionnaire, given to those attending the last home furnishings session, showed:

- 72 percent said lessons were very helpful.
- 23 percent said lessons were of considerable help.
- 5 percent said lessons were of some help.
- 50 percent listed changes already made in their own homes as a result of lessons.

Leaders said they liked the complete, compact, fast-moving lessons that had audience participation throughout.

Following the home furnishings series, we evaluated our work and made plans for further cooperative efforts. This step has been repeated after each series.

As a result of the first review, we planned future advance publicity to be coordinated under one agent. Home demonstration council publicity chairmen were to be enlisted to help improve our news coverage.

We have also urged home demonstration club leaders to give lessons to other groups. And we are studyi ways to understand and gain the i terest of other groups.

Shorter lessons were also a sugge tion from our evaluation session.

We have met our goals through c ordination. We have given more he to leaders; made better use of lead specialist, and our own time; and have reached more people. ■

REACHING MIGRANTS

(From page 65)

sisted with the second meeting. took eight additional meetings complete the aprons and skirts.

Two 4-H club girls assisted wi the dress revue preparation. An Sullivan, a 7-year club member, de onstrated modeling techniques. K Kiah, a 5-year member, showed so results of her clothing projects a told how much 4-H meant to her.

"There were no barriers in comm unicating. I found the girls very operative, eager to learn, and frien ly," said Anne.

Continuing Interest

How far-reaching was this effo It will take another summer to t if their interest continues. So teenagers won't return to Westo Labor Camp this year. This bri with 4-H may be their only cont with a youth organization. But ma asked: "Can we elect officers n year? Will we have another cl Can we belong to one at hom (Florida is home to most of th migrants.)

The extension agents and girls changed addresses and hope to re efforts this summer. A 4-H club n develop.

The Rev. William Larkin, work through the home mission commit of the National Council of Churc says, "We need someone to work s cifically with young people. This group is a beginning."

My personal satisfaction is kn ing that I've identified Extens with a new audience. I realize m fully than ever that we all share same basic needs no matter how where we live. I am convinced the to higher standards of living is be education for more people. ■

'Family Approach" o rural areas development

MRS. HAZEL JORDAN, State Home Demonstration Agent, Arkansas

RKANSAS women are all wrapped up in rural areas development rk — as deeply involved as the enfolk. They are taking active part committees and groundwork from al to statewide levels.

Inspiration for a family or team proach to RAD grew from the exple of our State extension office. e State steering committee indes the State home demonstration ent, State director of vocational me economics education, department of health, and the council of rches.

District and area training meets include both men and women. unties have included women on ir committees to represent family ng, education, health, welfare, rism, recreation, youth, and red arts and crafts.

Whether a State or a local comtee, people took hold of the RAD a. Extension responsibilities and ortunities are being enlarged.

Common Objectives

Home demonstration agents in a ounty area are working with ncies and organizations with sim- objectives. They have extended supported each other's efforts by hanging professional ideas.

hey found it helpful to consult vidual families and groups in paration and distribution of facts. flet material has been worked out ther.

his effort is effective and benefi- when it is part of total county ning. The method has possibili- for reaching additional families he future.

he Casey and Howell-Wiville e demonstration clubs set up a s of meetings for agencies to ain their programs and services lable to county people. Clubs also helped in the cleanup campaign sponsored in their communities.

Home agents in 10 Arkansas counties have assisted with committee work in an advisory capacity. They were able to suggest leaders capable of working on specific problems and have encouraged attendance at meetings.

The Madison County home agent served as an advisor to the subcommittees on health and welfare, education, and youth. Home demonstration club members were also represented on these committees.

Since RAD work began, a homemakers group has been organized in the only Negro community in the county. The home agent, assisted by lay leaders, holds regular meetings with this group.

The Ouachita County home agent, foods leader, and home demonstration club members, conduct cooking schools for welfare families.

"Building Stone County Together" is the theme in Stone County. Home demonstration clubs are represented on the county committees of health and welfare, education, labor, and industry. Basic economic and labor survey data are being reviewed.

In the Batesville area, 36 leaders representing business and industry sponsored a trip to Gatlinburg, Tennessee, to study arts and crafts. This group visited the Craftsman's Fair and talked with officers of the Southern Highland Handicraft Guild.

All were impressed with how much the crafts business had contributed to the economic development of that area. They are confident that a similar program can be developed for Arkansas.

The Madison County arts and crafts committee, composed partly of home demonstration club members, is studying the possibility of increasing individual incomes by using native artistic talent. They sponsored a local exhibit and sale of articles. They also sent a delegate to Gatlinburg to study possibilities which might apply to Madison County.

Tests in skills and aptitudes were arranged with the Employment Security office. Home demonstration club women in Sharp County taxied people to the test centers. As a result approximately 1,700 people participated. In the 5-county area 6,500 people took the test.

A Healthy Concern

Izard County surveyed the health and welfare situation to better understand county health and welfare problems. Home demonstration club members participated in much of the survey footwork. Health and welfare committees are taking on much of the responsibility of rural civil defense work.

The Madison County subcommittee on health opened a hospital which had been closed for 8 years. It is now operating at full capacity. A hospital auxiliary has been organized. The chairman of the blood bank is a home demonstration club woman and other club members do volunteer work at the hospital.

The health committee in Van Buren County sponsored mobile X-ray tests for tuberculosis. A high percentage of the county people had X-rays made, largely due to activities of home demonstration club members.

Because nurses and doctors are scarce in Sharp County, home demonstration clubs, through the health and welfare committee, sponsored a Red Cross First Aid Training Course. Eighteen women completed the course.

In Ouachita County, three areas launched water testing, rat control, and community cleanup projects. Home demonstration clubs volunteered to take the lead as they already knew the people in the communities and their problems. They also encouraged drainage work for mosquito control.

Sharp County sponsored a countywide high school career day. Several organizations participated.

(See Sharing in RAD, page 70)

MODEL HOME

(From page 60)

hibited. Approximately 150 people attended the first day.

Curriculum director of the county school system, a first day visitor, was impressed with the project. As a result of his recommendation, all high school home economics classes were shown through the home.

Four advanced math classes also visited the model home. They had studied the booklets compiled by the committee before their visit and followed up with study of home ownership and insurance costs.

Their teacher said: "A teacher needs something practical or concrete to put certain points across to students. If they can see or experience what is being taught, it is much more effective.

"This model home project gave my class that 'something' to work with.

"We had studied investments earlier in the year and had taken up the home as an investment. This gave us something to tie this study to. In our general business class we made an application for a loan to buy this house. We studied rates of interest on the loan, insurance to protect the home, and also how to build up a good credit rating. With this house as a teaching tool, we were able to pull the two together."

During the month, more than 350 students viewed the model home.

Measuring Success

A young homemaker, after going through the house, said, "We think this project was very enlightening and feel that it helps people to know what can be done with what the average family has . . . educated us to some degree to what is good, yet practical."

In estimating how well our educational device has worked, Committee Chairman Elsie Martin says, "In pooling our efforts we have accomplished our goal—to give the young homemaker a budget to work with in establishing and maintaining a home. Without complete committee cooperation, this educational project would not have been accomplished."

Youngest member of the group, 4-H'er Judy Pinnell, reports, "I hope to share the knowledge gained with other 4-H members in their various home improvement projects.

"As I escorted my home economics class through the model home, I could tell they were impressed. They knew the information gained there would help them in the future."

This is a big step in the right direction, in educating the public about home management and home buying. ■

ALASKAN AGENT

(From page 63)

their homes and themselves more efficient, more attractive, and happier.

To the majority, the first step may be a nail in the wall for additional storage space, a set of board shelves on which to put the dishes, an oatmeal box filled with clean, dry sand to keep knives handy, sharp, and safe.

See why I say the brain will never get rusty? You must switch from assisting a homemaker with a reupholstery project because she can't find exactly the right shade of rose to complement her sterling, crystal, china, and period furniture, to making children's warm underclothing from Dad's "longies."

Getting Ideas Across

Native people are besieged from all angles with instructions to do this, do that, do not do these things. Naturally they cannot follow all the dictates. It is rewarding to let people know what there is to want to know, then try to answer their requests carefully, informally, pleasantly, and specifically.

When before a group I have tried as many as three or four sets of words before the expressionless faces warmed. I eventually connect with a "known" from which we might travel together to a new experience.

Once a visitor has been accepted the path is much easier. (This will not happen on the first trip, nor ever if she defaults on the slightest promise.) A moment's consideration will show that any group, whether in New York City or Shishmaref, Alaska, will cooperate more fully and dependably if the complete picture understood and if the opportunity provided to contribute at one's o pace and at a time of one's c choosing.

Evaluation of accomplishment most difficult. One can count garments made, weigh the potat grown, and enumerate the home provement units completed. Bu pilots often tell me how many c of cans they have taken to wh village. Boys and girls are ever ea to show their achievements.

It is a thrill to share the satisf tion of a new room, a new cupboa or a story of a successful fam counseling experiment. But perh the best feeling of all comes from letter, a smile, or a spoken, "Tha you for coming. You listen to us. Y let us help ourself. You our frie come again soon." ■

SHARING IN RAD

(From page 69)

In Woodruff County, the ho agent worked with the educati committee on a stay-in-school p gram. Club members and ot women combined efforts to emplo visiting teacher. The home agent worked with school officials, c members, and others on high sch career days.

Because of her leadership traini a home demonstration club mem was selected as chairman of youth subcommittee. Under guidance, career days were sponso in high schools, baseball leagues w organized to provide recreation, o teenagers established a job bur for youth, a Teen-Town was org ized, and swimming safety taught in the summer.

The subcommittee on educat established a county library wh Madison County people feel is a g accomplishment. They also wor on a countywide study of vocati or training boys and girls e after high school.

Arkansas expects rural areas velopment work to have far-reac effects on the education, health, come of our people. Under the g ance of home agents, county wo can contribute an equal share to work. ■

s. Richard Terry, Alleghany County, Va., homemaker, adds to the food supply in her nily's fallout shelter.

'amily Preparations 'row with Interest

W. G. MITCHELL, Assistant Editor, Virginia

OME demonstration clubs in Alleghany County, Va., are tak- the initiative in civil defense in- uction and preparation in their nty.

Jot a month has passed since 1955 hout some civil defense topic be- discussed in HD clubs, accord- to Mrs. Vella Knapp, home ionstration agent.

nd the effort has not ended with :ussion!

Teaching Preparedness

Vith the cooperation of Red Cross the Covington Volunteer Fire artment, 252 women and 342 ng girls have completed the Red ss home nursing course. In addi- , 868 completed the junior first course, 1248 completed the stand- first aid course, and 938 adults e qualified as teachers of first courses.

D club members elected a ıber, Mrs. Norman Dew, as civil nse coordinator for the county ıen's extension group. She at- ed home preparedness work- os in Newport News, Va., and y, Md.

rs. Dew returned with valuable information on civil defense preparedness for county women. Since 1958 she has instructed club members in such areas as: preparing a home medicine cabinet, setting up a 2-week food supply, sanitation at home, what to do in emergencies, and home protection exercises.

More than 500 county women received this instruction. And many have passed on the information to nonclub members.

While civil defense has been part of HD club programs since 1955, it really started moving in 1957 when Mrs. Dew became coordinator. Her training imparted to others has been a basic part of the Alleghany program.

As a result of civil defense training, many Alleghany families know what is needed to withstand the rigors of nuclear attack and fallout. In preparation they have gathered medicines, food supplies, and water for emergency use and have considered other needs.

Shelter construction in the county has lagged but interest is now picking up. According to the home agent, "They are beginning to see the need more clearly and soon we will see more shelters being constructed."

Home Agent Mrs. Knapp says, "There still remains much to be done but our home demonstration club members have made a fine start. With help from our governing bodies and more interest from families, Alleghany County will be prepared for an emergency." ■

MORE RESULTS

(From page 61)

Teams of 4-H'ers continued to give presentations on the importance of a good breakfast, with tips for teens. They also evaluated differences in eating habits and studied the value of school snack bars and milk bars to teenage nutrition.

Requests for the nutrition puppet show continued—and are scheduled into 1962.

The superintendent of schools' office requested us to explore ways to improve nutrition among Mexican-American children who did not accept school cafeteria food. We tried an indirect approach to this problem. A program for teachers and leaders was designed to increase their understanding for the Mexican-American through better knowledge of Mexican foods, nutrition, customs, and traditions.

We hope Mexican-American children will learn to accept more foods from the school cafeterias if adult attitudes toward this ethnic group change. School officials, nurses, teachers, leaders, and parents think it will work.

The experience we gained in organizing, developing, and executing this nutrition work will be useful in current programs on housing improvement. Plans call for another steering committee of business, industry, and professional people to help organize and legitimize; exploration of the situation and problems; involvement of merchants, industry, allied professions, service clubs, church groups, farm organizations, and chambers of commerce; participation of university and local resource people; and publicity.

We feel this pattern can be applied to new material with equally good results. And we are convinced that many hands make for more results. ■

UNITED ST
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Washington 25
OFFICIAL BUSINESS

PENALTY FOR PRIVATE USE TO AVO
PAYMENT OF POSTAGE, $300
(GPO)

CITRUS Yesterday and Today

FRESH oranges and grapefruit were a holiday luxury item not long ago. At least this was so in areas where citrus was not grown. But today, citrus fruits are available in the market every day, in any part of the country, and in many useful forms.

Supermarkets offer fresh fruit and juices, canned fruit and juices, juice blends, citrus sections, fruit combinations, frozen concentrates, marmalade, and many other forms of citrus.

In addition, numerous byproducts, such as citrus peel, flavorings, and pulp for livestock feeds are available. These products make full use of the fruit, offer consumers greater buying selection, and can result in lower prices (because more of the product is used).

All the benefits of fresh and processed citrus fruits are available to consumers at less real cost than a few years ago, too. For example, a factory worker could buy 3.1 dozen oranges with an hour's wages in 1961. But in 1939 his hour's wages would buy only 2.2 dozen oranges, and in 1929 he could buy only 1.3 dozen with his pay for an hour's work.

Modern agricultural research aims to benefit consumers in the long run.

USDA scientists have developed a new method of converting oranges into high-quality, instant powd Powders of good color and flavor c be made from other fruits and foo as well.

Recently, a special treatment w discovered for the paper used citrus shipping cartons to keep fr in top condition.

To assure consumers a high qu ity food, production of concentrat orange juice is regulated by gover ment inspection. Fruit quality, eva oration or concentration, and sug content are all regulated.

What's behind this frozen conce trate product? Follow, for a mome the operations at a citrus concentr plant.

Fresh fruit entering the plant washed, sorted, and sterilized. analyzed for solid contents and e orated under vacuum. The juic transferred to refrigerated blen tanks where quality and concen tion are standardized. Then it is s frozen, put in sterile cans, sh frozen, and stored in warehouses 10° below zero.

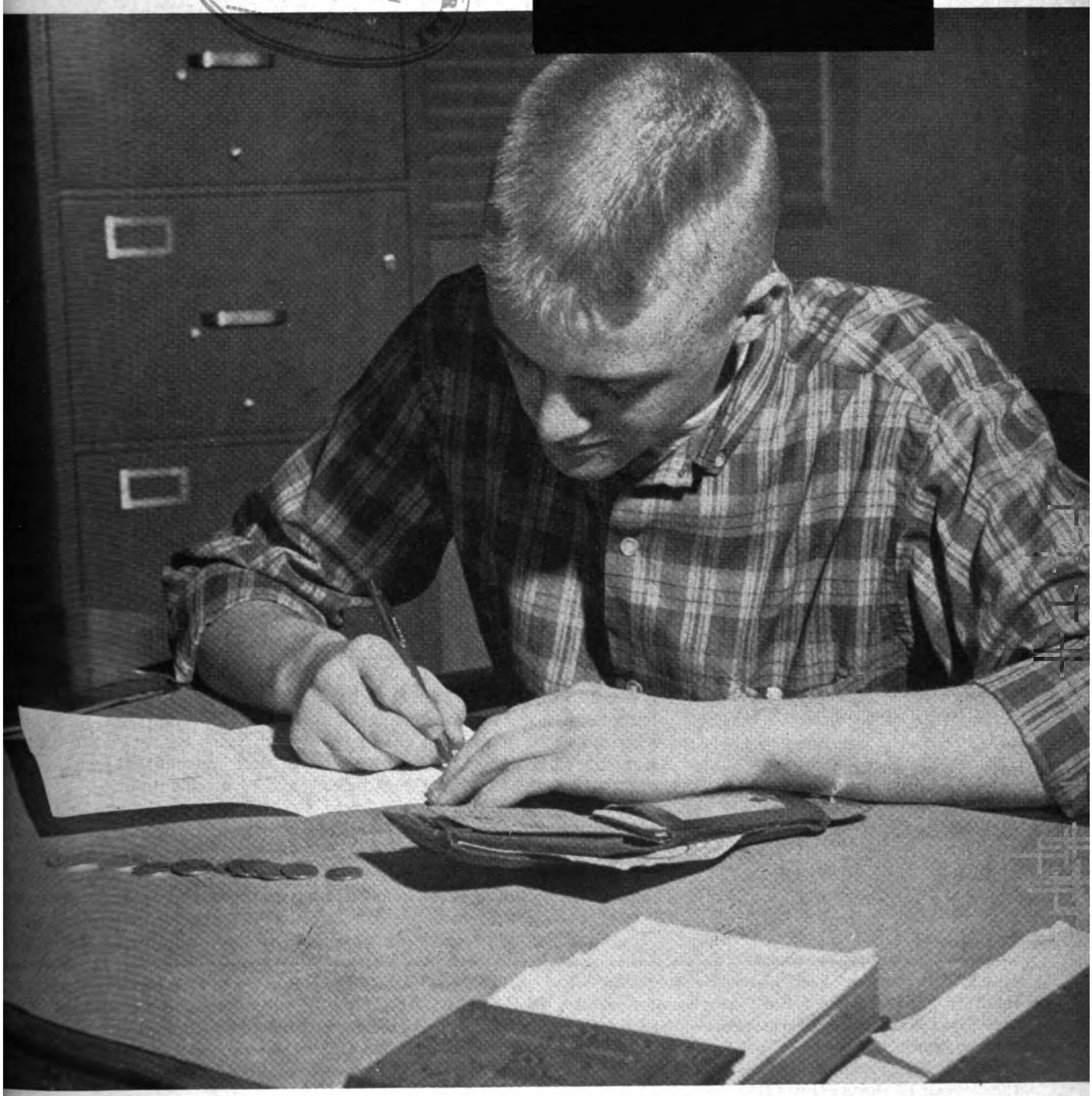
Even though it's a convenie food, frozen orange juice costs c sumers little if any more than fresh form. This process saves end time, wholesale purchasing, and s ping to offset processing costs.

Harvested in their prime, fruits can be kept in nutritious, fresh condition for use any time ing the year in almost any con ient form imaginable, and priced consumers' pocketbooks. ■

Are you telling America's greatest success story—the story of agriculture —to nonfarm groups in your area? This is No. 11 in a series of articles to give you ideas for talks, news articles, radio and TV programs, and exhibits.

EXTENSION SERVICE Review

APRIL 1962



Money Management for 4-H Boys, page 81

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 educato —in County, State, and Federal Extension agencies—w work directly or indirectly to help people learn how to use t newest findings in agriculture and home economics resear to bring about a more abundant life for themselves and th communities.

The Review offers the Extension worker, in his role of ed cational leader, professional guideposts, new routes, and toc for speedier, more successful endeavor. Through this exchan of methods, tried and found successful by Extension agen the Review serves as a source of ideas and useful informati on how to reach people and thus help them utilize more ful their own resources, to farm more efficiently, and to make t home and community a better place to live.

Vol. 33 **April 1962** **No.**

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Editor: ***Walter A. Lloyd***

Assistant Editor: ***Doris A. Walter***

In This Issue

EAR TO THE GROUND

"The King was in his counting house, counting out his money . . ." Our young "King" on the cover is Dick Black of Monticello, Iowa, counting out his money and keeping track of where it goes. This is part of Jones County's money management program for 4-H boys.

We could probably all take a lesson from this group of youngsters. They're learning early how important it is to know how much money you have, where you want it to go, and where it actually does go.

Early in April a national weekly magazine devoted a whole issue to Your Money—How to: stretch it, save it, and survive without it. In it, financial counselor Lindsay Hamilton gives Americans some straight-from-the-shoulder advice.

Hamilton says, "It is incredible how unrealistic . . . Americans can be. Nine out of 10 of us don't even have a money objective. You have to sit down and decide what you want to be in 5, 10, 15 years. . . . Once you know what you want, you should set up a plan to help you achieve it—a plan that can be revised when anything happens, like a new baby, a burned house, a smashed car. A lot of things can happen to a budget."

Why do we find it so hard frightening to think of manageme and budgets? We can't begin to a swer that here. But it's true th most of us find pure management pretty hard pill to swallow.

Putting management in terms everyday life may be sugar-coati the pill, but it certainly can make more palatable. And maybe by sta ing young these Iowa youngsters w have an advantage over future ma agement problems.

There's just no escaping manag ment; it's a part of everything we every day. Likewise, as the Sco Report Guide says, "No area of su ject matter exists which does n have management as an integ part."

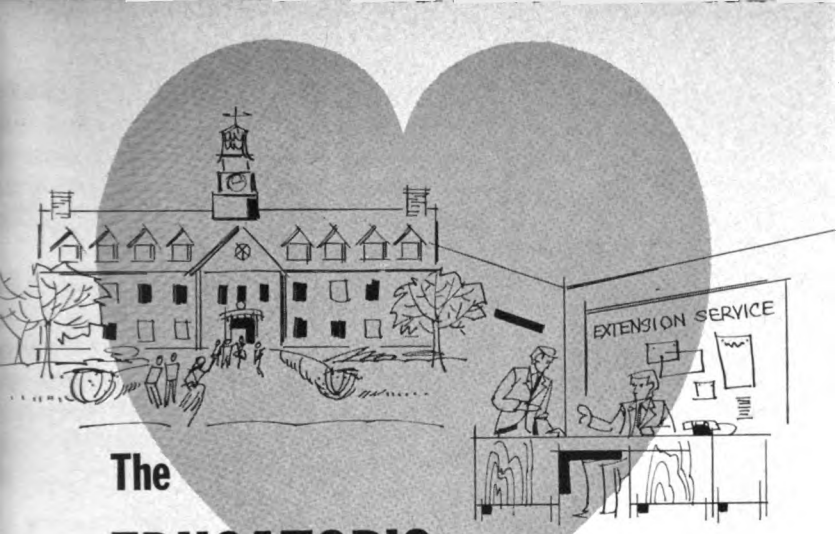
Dean Grace Henderson of Penns vania says in her article, "It has lo appeared to me that the process management is, at heart, the proce of decision-making, reflective thin ing, or creative effort."

Management of thoughts, ener resources, and other elements of l are touched on in the articles in th issue.

In the next issue, the Review salut the U. S. Department of Agricultu Centennial anniversary.—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.



The EDUCATOR'S RESPONSIBILITY in the Decision-Making Process

GRACE M. HENDERSON, Dean, College of Home Economics, Pennsylvania

T HAS long appeared to me that the process of management is, at heart, e process of decision-making, re-ctive thinking, and creative effort. d these are at the center of educa-n at all levels, whether through mmunity development programs, rm or home improvement projects, postgraduate study.

Is it the job of a university to pro-ote specific lines of conduct, wheth-with relation to moral issues, adop-n of recommended practices, in-eased sales, or regurgitation of lec-re and reading notes upon exami-tion? Or, is a university in all its anches (resident education, exten-n, and research) expected to lead honest searching for relational tors as bases for predicting out-nes of specific action, and honest arching for truth, on the part of th faculty and students (extension presentatives and cooperators)?

As long as we hold to our ideal of eedom of individuals, communities, d institutions to determine their n directions, the answers to these estions doubtless will vary.

Our ideal is a free society, where izens are free and responsible in cision making and action. We wouldn't trade our freedom at any price for a society where the major decisions are made for the people and followup action is dictated.

But lasting and strong free societies can develop only when men and women are deeply concerned about the total group, not about themselves alone. And, people must be able to predict the results of proposed actions and make responsible decisions in the light of the group's aims, purposes, goals, and ideals. This is management; this is creativity.

Choice of Roles

Universities, with their great extension services and programs of resident education, can to a considerable degree lead people in one direction or another. They can give directions and rules or laws; become corps of authority, direction-giving, and selling. Or they can accept the role of "proposer of alternatives" — alternative goals and values, alternative solutions, alternative factors for consideration and experimentation, alternative generalizations by experts.

In the latter role, universities can encourage experimentation, reflective thinking, and responsible decision-making. These are, in essence, one and the same. They represent a scientific approach to decision-making, guided by a clarifying philosophy. They involve the same essential steps, no matter what the question or methods of collecting and summarizing data.

There are five steps which the extension and resident branches of universities can help individuals, families, neighborhoods, and communities take effectively.

- Identify problems, forks in the road, points of choice, and issues calling for decision-making.
- Identify alternative solutions for these problems.
- Identify the relevant factors, such as: the assumptions underlying the several proposed solutions; the cost of each proposed solution in time and money; the availability of needed personnel, talent, and material.
- Identify the values, satisfactions, purposes, and goals toward which the alternative solutions lead; the advantages and disadvantages of each; and, indeed, the relative importance of the problem itself.
- Encourage individuals, families, business leaders, and communities to experiment with alternative solutions—through discussion in which results and satisfactions are anticipated, or through actual trial in the home, shop, or laboratory.

Serious experimenting calls for backgrounds of knowledge of the findings of previous experimenters. This knowledge may be found in libraries, bulletins, or lectures.

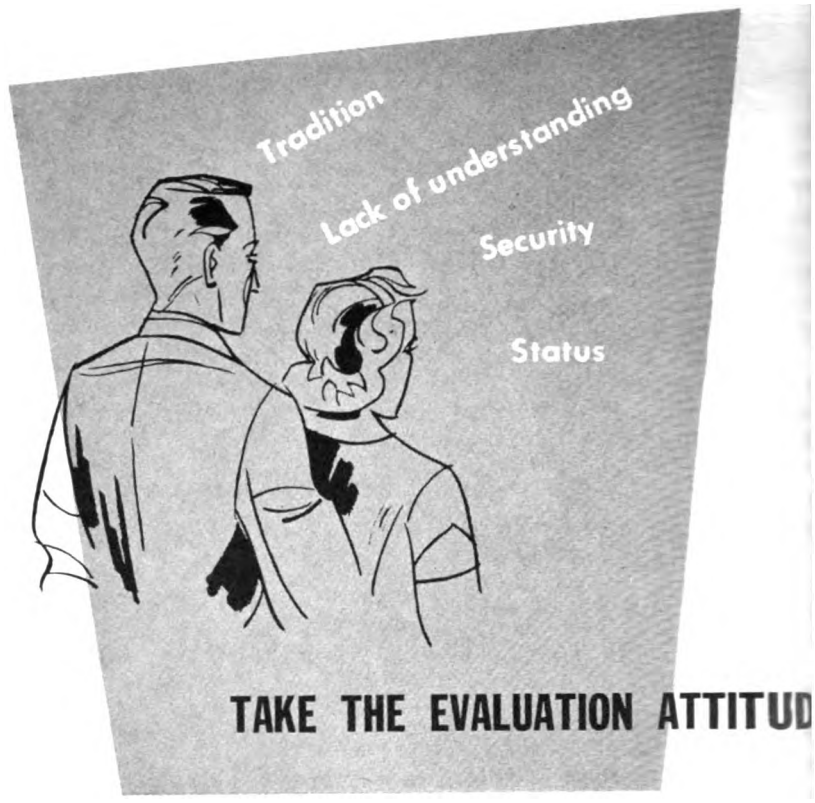
Serious experimenting also calls for recording procedures and results, summarizing findings, and evaluating the end product in relation to values and goals.

Thoughtful experimentation will inevitably end in identification of new problems and redefinition of the old ones. This is actually the process of research. And it is inherent in good teaching, whether in extension or resident education.

The measure of success in such an educational program is not the adoption of recommended practices or the

(See Educator's Role, page 86)

Editor's Note: Dr. Aker was a graduate student in adult education at the University of Wisconsin at the time this article was written.



TAKE THE EVALUATION ATTITUDE

by **PATRICK G. BOYLE,** Extension Education Specialist, Wisconsin, **GEORGE F. AKER,** Professor of Adult Education, Florida State University

STOP!! We have been traveling down this same old road for years, and never once asked ourselves whether or not there is a shorter route, a better road, or a more effective means of reaching our destination.

How many extension workers are in a rut like this? If this has happened to you, perhaps the "Evaluation Attitude" can help start you on the road to progress.

Sometimes the well-worn road becomes so easy to follow that we fail to recognize alternative routes. They offer an uncertain, yet challenging and possibly more desirable, path to our destination.

For Intelligent Change

Are we fully aware of our goals and our progress toward them? Or do we uncritically use the same time-proven methods toward the same time-honored goals simply because they seemed useful and desirable in the past?

Rapid and profound changes are creating new and different needs and desires within our society. These, in turn, are leading to demands on extension educators that go beyond tradition and custom.

Are we prepared to meet the challenging demands of a changing society? If we mean to develop programs that rise above tradition and custom, we must be constantly alert to the dangers and pitfalls of the old road. We must be willing to acquire the "evaluation attitude."

We must ask ourselves whether or not we constantly examine and evaluate our own efforts, objectives, goals, and methods. Have we developed an attitude that enables us to examine our professional activities in order to fulfill our obligation to society?

To answer these questions affirmatively, we must acquire the "evaluation attitude."

This attitude can be thought of as an inclination to continuously examine and analyze our educational efforts. The extension worker with this attitude will want to identify evidence that can serve as measures of progress toward objectives.

He will be constantly aware of the specific objectives of his educational programs and will continuously measure progress toward these objectives. He will clearly understand the relationship of his particular program to those of other agencies and to the overall goals of adult education. He will welcome the opportunity to use innovation and imagination to acquire new ideas and fresh insights in developing extension programs. He will gain confidence with an accurate awareness of his role as an adult educator.

The literature of recent years reveals an increasing emphasis on evaluation. But evaluation in educational work is not new.

Through the years, we have developed a greater understanding of its meaning and significance, and a greater sophistication in the way we do it. We are rapidly expanding our knowledge and developing new techniques for more effective evaluation.

Unfortunately, some extension workers see evaluation as a highly complicated process best left to the "expert" and "specialist." Not could be further from the truth.

Increasing demands on exter personnel make it imperative tha be effective. And to be effectiv must have the "evaluation attit about what we do and how we d We cannot afford to wait for pe tion of evaluative instruments be we critically examine and eval our current education endeavors.

Natural Activity

Evaluation is an inherent par human behavior. We usually app naturally in our everyday activi Man sets goals, and consciously or consciously, he evaluates his suc or failure in achieving those goal:

One doesn't have to tell a hur person that he needs food. He doe have to specify his objectives as cating and consuming food. Aft hearty meal, he doesn't have *to* c sciously express the opinion that sirloin was the most appropr means for reducing his hunger dr Nevertheless, evaluation has occur

When we change our habits, i likely that we have utilized eval

Redirecting our behavior may
n a more satisfactory solution
ur problems, more effectively
ve our goals, or change our ob-
es.

praisal of the situation, followed
value judgment concerning an
opriate action, constitutes evalu-
at still a higher level.

the highest level of awareness
consciousness the extension
er with the "evaluation attitude"
onstantly apply the principles of
tific analysis and inquiry in order
aluate his educational activities.

evaluation is such a natural part
man behavior, why do we so
neglect to evaluate our profes-
l educational attempts? Do we
times suppress our natural tend-
s for evaluation?

Barriers to Evaluation

ere are four possible barriers to
ive evaluation—tradition, secu-
understanding, and status.

educators we tend to follow *tra-*
in providing educational pro-
s. It is easier to provide certain
tional opportunities on a recur-
basis.

luation can help us determine
ess within a program and, there-
able us to see if we are achiev-
ur objectives. More important,
ation can provide the informa-
ecessary to intelligently change
jectives to more effectively serve
lientele.

overcome the barrier of tradi-
we must continuously examine
eans and ends of our education-
grams.

feeling of *security* derived from
ished habits and programs, and
sire to avoid any threat to that
g could inhibit evaluation.

approaching our activities with
valuation attitude," we can sort
ir real accomplishments. Then
n feel justifiably proud and se-
n our contributions to society.
ching is successful when it con-
es to change in a desired direc-
However, evidence of progress is
lways obvious. The extension
r often does not recognize when
ng has occurred, and sometimes
es not *understand* what kind of

Evaluation Attitude, page 84)

The STATURE of Professional Improvement

by **JOHN H. NOYES,** Extension Forester, Massachusetts

Editor's Note: The following was adapted from Mr. Noyes' paper presented to the New England Section, Society of American Foresters in March 1961.

MANY new graduates leave college steeped in technical knowledge and possessing a variety of unpolished skills. However, much of this knowledge and many of these skills will be outmoded in a relatively short time.

The gates to knowledge have always been wide open. But the pathways leading to, and through, these gates have never been as crowded as they are today.

In this competitive world, knowledge and stature have much in common. Knowledge develops through the processes of education, and, if effective, results in change. Change, then, is an end-product of education.

For example, generations of physics students have been taught that nothing could be colder than 273° below zero centigrade. That was said to be absolute zero. But a few years ago a temperature range that reaches below absolute zero was found. The laws of thermodynamics are now modified to deal with this new knowledge.

Progressive Attitude

Many more examples could be cited illustrating the need for change—and that education in itself demands change.

When a man permits no change, he may become totally unproductive. All traits which exclude change are in direct opposition to the positive aspects of professional improvement. Our beliefs can be based upon the most reliable evidence available, even though future evidence may require their revision.

What is professional improvement? For most of us it means simply, continuing adult education. Education is a life-long process and we must think of continuing adult education as an integral part of our educational system and responsibility.

Why professional improvement? Reasons for continuing adult education are numerous. Keeping abreast of change is perhaps first. Obtaining information not obtained in college is another.

Too many graduates today are coming out of college trained primarily in skills that can be picked up "on-the-job." Their college courses left them lacking in the arts, sciences, and humanities necessary for the development of successful administrators and leaders in industry.

Business looks for many attributes when hiring personnel. One fundamental characteristic relates to a prospective employee's ability to grow with the business. But to be eligible for growth, one must obtain broad basic fundamentals in formal education which are needed for his continuing development.

Other good reasons for continuing education are the development of mental powers relating to understanding, increased earning power, and stature in the community and within one's self in developing good character with emphasis on the recognition and acceptance of responsibilities.

How can we perform well if we continue to practice what was learned 20 years ago when since then new processes, methods, and technology have been developed?

Opportunities for professional improvement are constantly at hand.

Easiest to obtain are current literature especially related to specific professional interests. Magazines, bulletins, special releases, professional journals, and texts are always available. Support of professional organizations can be rewarding in this respect.

Many colleges and universities conduct conferences, workshops, and

(See Stature, page 86)

"One Plus One Equals Three"

by **HOWARD DAIL**, Extension Information Specialist, California

Two counties are better than one when it comes to setting up test plots on aphid-resistant alfalfa varieties and publicizing the results.

This is what two California farm advisors, who collaborated on alfalfa tests in 1960, 1961, and 1962 and then did a bang-up job of publicizing the results, believe. The farm advisors are O. D. McCutcheon of Kings County and William R. Sallee of Tulare County. The two counties adjoin and share several similar crop problems.

The two farm advisors faced this problem: Despite the development of aphid-resistant alfalfa varieties, many growers — approximately half — were still growing susceptible varieties.

If the operator of a ranch were constantly alert during the growing season and applied chemical controls at the exact time, nonaphid-resistant varieties could be grown profitably. But these were big "ifs." And the advisors knew that aphids would build resistance to chemicals and that chemicals cost money.

So resistant varieties seemed to the advisors to be the more logical solution. But how to convince growers quickly, that was the question.

The two advisors and Extension Agronomist Vern L. Marble decided to seek a bi-county demonstration farm. There they could establish carefully controlled test plots of four varieties —three resistant and one susceptible.

Bi-County Plan

A ranch was located—convenient for the two counties and with an owner willing to put on a large scale demonstration. The plots were planned so regular haying equipment could be used and conditions like those the farmer encounters in his field would exist.

As the advisors expected, the tests in 1960 proved the superiority of all three resistant varieties over the susceptible one. Although the tests were only for 1 year, the advisors decided they were conclusive enough to inform growers.

Only 15 or 20 people were expected to attend the meeting, but 65 showed up. Encouraged by the attendance interest, the advisors decided to c tinue the tests 2 more years an begin publicizing the results.

Local radio stations and newspa were used to get information to l growers. The advisors also prese interviews over a regional radio tion and invited a reporter from a gional newspaper to see and v about the results. The advisors pared releases for regional use an information specialist assisted wi feature article for regional and st wide farm paper use.

Snowballing Publicity

A regional television station a for a program. The two advisors c fully planned it with demonstra materials taken from the test Advisor newsletters contained n information on the test results.

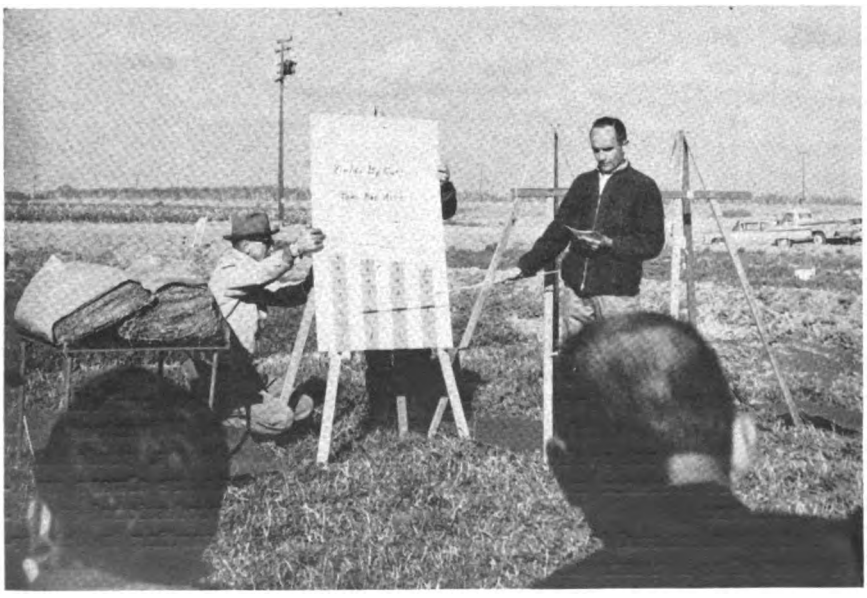
A meeting with seed dealers seed salesmen was included in communication program. Thirty resentatives showed up for a di meeting at which the advisors sented much of the material they given on television. Questions the 30 dealers and salesmen them busy for another hour.

One particular point emphasiz the meeting was that growers sh insist on certified seed, as an a insurance, when buying resistant riety seed.

The publicity program snowba Requests for presentations at mee increased; more stories and ports were requested. This conti through the second year of the tests and into 1962.

The advisors believe that 1962 s ings in the two counties will co largely of the resistant varieties.

They also believe that combine forts were more productive tha each advisor had worked alone. I future, the staffs of the two cou will consider possibilities for joint action. ■



San Joaquin Valley alfalfa growers see the results of field trials run jointly by farm advisors William R. Sallee of Tulare County (pointing out yield figures) and O. D. McCutcheon of Kings County (holding the chart).

Exchange Agent "Captured" Texans

by **A. B. KENNERLY,** Assistant Extension Editor, Texas

Advance planning and footwork by County Agent Angus Dickson (left) led to the successful training experience of M. C. Channaraj Ars from India. Comanche County people loaned Ars a car and brought his wife to the U. S. where their daughter was born.

THERE is no greater program affecting our international relations in ntension than training exchange ents," says J. D. Prewit, associate rector for Agricultural Extension at xas A. & M. College.

"In addition to the training in our tension methods, the visiting agents om other countries also gain a uch better concept of the Ameri- n way of life."

"When I arrived in Washington, C., there was a telegram waiting greet me to America from the peo- of Comanche County," M. C. annaraj Ars of India reveals. "To the telegram made me happy, and en I counted the long list of peo- who had sent the telegram, I nd there were 215 names."

Preparation Pays Off

Thorough preparation for the visit Ars, on the part of County Agent gus Dickson accounts for a large t of the success of Ars' work as iting county agent in Comanche nty, Texas.

Behind the idea of welcoming Ars h the telegram, was much patient rk by Dickson. He had visited the nty judge and commissioners with trict Agent R. G. Burwell to gain ir acceptance of the plan. Ars coming as an associate county nt under the ICA exchange pro- m.

oon afterward Dickson visited h community. That was in De- ber 1960; Ars was to arrive in ruary 1961.

e took to the communities as ch information as he could obtain ut the visitor from India. He also along a picture of Ars.

Such preparation is basic to all nsion work," Prewit says. "Dick- planned carefully; he involved people; he explained the pur- ; and he carried through with program."

Prewit describes the kind of county he would select for such training of foreign nationals: a county where there is a well-balanced extension program, where agents are working as a team, and where there has been good leadership training in organized communities.

Exchangee's Experience

When Ars arrived, he immediately became involved in his work. As rapidly as people accepted the young man (31) with the genial smile, he assisted them in establishing demonstrations. Ars visited 4-H and home demonstration clubs; he visited civic clubs and each made him an honorary member.

Ars experienced one difficulty—he had no car. So his visits were limited to trips with other agents.

Friends of Extension soon took care of this by presenting Ars with a car to use during the year he would be in Texas. When Ars returned the car before he returned to India, the speedometer showed another 15,000 miles of travel.

Trips into the wheat country showed Ars how America grows its wheat—in comparison with the fields of less than 15 acres in his native land. Trips into the rice belt along the Texas Gulf Coast revealed new methods in large-scale production—compared to the half-acre to five acres in India.

"If each of our families could have 50 acres, how much they could improve their living," he exclaimed after one of these journeys.

Ars likes the way our agricultural system works. "It is impressive how your credit system encourages farmers to make improvements so rapidly," he observed.

"We do not have in India so many farm organizations; some farmers here belong to as many as four or five. A good marketing system helps American farmers to have a better chance of selling on fair terms. A good rural electrification network carries power to every farm."

American Reactions

Word spread quietly through the county that Ars' wife, back in India, was expecting an addition to the family. A few days and $1,300 later, the county sent for Pache to come to Texas.

More than 750 Comanche County people, interested individuals and groups, contributed to bring the couple together. Churches, civic organizations, clubs, and school children took part. More than 50 of these friends met her plane at Dallas.

When their daughter was born, she was named Comanche for the town and county. Little Comanche was made a Texas citizen by birth. Friends showered gifts on the mother.

(See Agent "Captured," page 84)

4-H FIND THEIR OWN LEADERS

by **ROBERT SAMPSON**, Associate County Agent, Spink County, South Dakota

If your county is anything like ours, you've discovered it's much easier to find 4-H club members than good 4-H club leaders.

If the population in your county is anything like ours, there are plenty of capable adults who have excellent leadership qualities. But they are not likely to volunteer their services.

However, if the adults in your county are anything like ours, they simply cannot turn down a request to lead a club when it comes from the 4-H'ers themselves.

That, in a nutshell, is the way we recruit 4-H leaders. And it works.

It takes more than leadership, however, for a club to be a success. It takes a little special effort on the part of the agent to see that the club gets off to a good start.

Preliminary Organization

We find it pays to keep eyes and ears open constantly for clues that a community is interested in forming a new 4-H club. Once the interest is detected, we get a list of all eligible boys and girls in the area. We also get the names of parents.

At this first meeting the home agent and I explain the 4-H program—stressing the educational organization, skills, and opportunities for social growth found in 4-H. We stress the importance of parent cooperation with both the leader and club members in the family.

We ask these future 4-H members to think about whom they want as their leader. We ask them to pick a roll call topic for their first meeting and to think of a club name they will be proud of.

We begin the second meeting with colored slides of recent 4-H club activities in the county. Pictures of 4-H Rally Day, county club camp, tractor driving contests, judging schools, the county 4-H picnic, club tours, achievement days, and State fair activities are included.

As we view the slides we talk about the various 4-H projects and activities. A question and answer period follows.

Then comes the biggest question of the meeting. Who will be the leader? We usually attempt to line up a likely leader before the meeting. But the problem of who will lead the club usually solved by the potential 4-members themselves.

4-H Choice

When the youngsters nominate adult from the floor, it seems that t individual can't turn the kids down. is tough to say "no" to a group eager children in a situation like thi

After the leader has been selecte we move on to the task of picking name for the club and election of o ficers. Before the election we expla carefully the importance of each offi and what the officer is expected to d The new president takes over the r mainder of the meeting.

Before the third meeting we hold conference with the new leader. He we explain 4-H policy and principl of the program. During the ne meeting we help enroll club membe in various projects, show a movie the 4-H program, and give a demo stration.

Quality Leadership

What kind of leadership do we e up with by using this technique? W have a county Farm Bureau presiden a State Worthy Grand Patron, thr school board presidents, two coun school board members, Soil Conserv tion District supervisors, veterans a riculture teachers, Farmers Home A ministration supervisors, Farmers U ion president, officers in livesto breeding associations, township s pervisors, two District Masters Masonic Lodge.

Several leaders are high scho teachers; some are college student extension board members, coun commissioners, ASC county commi teemen, county weed supervisor, bus nessmen, homemakers, school b drivers, grocery store clerks.

I read once that the leader is usua ly the "busiest individual in the co munity." Although there are certai ly exceptions, 4-H club leaders Spink County seem to fit that descri tion.

These 4-H leaders are some of t best you will find anywhere! And ce tainly they are among the busiest.

loney Management or 4-H Boys

DAVID H. HAMMOND,
ies County Extension
ociate, Iowa

ONEY always seems to be in short supply. How to get the most m money is the problem of all ith.

loney slips through the fingers of ay's youth and few really know ctly where it went. Many would surprised if they knew just how ch they spent in a week or month. To help 4-H boys learn some things out money and their own finances, Jones County club members are dying money and how to man- it.

Designed for the Future

Money Management was selected as special emphasis program for 62. This program is designed to lp members understand just what ney is, how money is handled, and ere their money goes. It is also ned to give the 4-H'ers some guides help them plan their spending.

Behind this program was the belief at all these 4-H'ers will someday ve their own finances, perhaps eir own businesses, to manage. od habits and principles learned ung can become a lifelong asset.

Management in its pure form is al- st impossible to teach. It needs to applied to specific cases and ex- ples to be really understood.

For several years Iowa 4-H girls ve used an expense account book at incorporated some of these ideas. t this is one of the first moves to- rd an intense study of money man- ement and an accounting of boys' penses.

To carry out our program, agents ited each county boys 4-H club to esent money management princi- s. Topics included: What makes ney valuable? Where do you get ney? What can you do with money? lues and how to go about setting em.

To give members practical experience in these principles, a one-sheet folder, "Money and Me for a Month," was developed. With this, each member could keep track of money on hand at the first of the month, a record of all money received, a day-by-day account of expenses, and a spending plan for the following month.

The spending plan is the heart of the exercise. It is based on last month's expenses and what expenses are expected in the coming month.

Each 4-H'er is expected to keep his own "Money and Me for a Month" for 2 consecutive months. This will give him practice in planning spending and then sticking to the plan. These records are to become part of the current year's record book. All members are urged to keep the record throughout the year for additional experience.

A second phase of the Money Management program was visits to the clubs by a banker. He explained what a bank is, services it can perform, and what bankers expect from customers.

All the county banks were involved in these talks which proved interesting to both members and parents. Bankers were happy for this opportunity to discuss their work, particularly since many 4-H'ers have accounts or loans for their projects with these banks.

Another phase of the money management program was a demonstration on "How to Write a Check" given by local club members. A discussion on "Interest and Credit" also was led by the 4-H members.

During the "Interest and Credit" discussion, each member had a worksheet of 7 interest problems to work out. The first problems were easy enough for younger members to handle. But the problems became progressively more difficult to task the abilities of older members.

Parents have been enthusiastic about the program. Many termed the Money Management program one of the best ideas in years.

We make no attempt to tell members or their parents how to manage their finances. That is strictly their business. The objective of the whole program is to give members an understanding of finances and to help them see where they spend their money.

We ask them to ask themselves, "Is this really how I want to spend my money?" ■

Do I really want to spend money on automobile accessories? Do I really want to spend money on candy? Where did I spend that dollar? Jones County 4-H boys took a new look at their money and how to manage it with the stimulation of questions like these throughout their money management project. Bank visits, worksheets, expense accounting, and spending plans were also featured in the program.

Homemakers Learn about Legal Rights

Editor's Note: Miss Vaughn entered Purdue University to work on a doctorate degree last summer.

by **JANET VAUGHN**, former Home Management Specialist, Vermont

Attorneys Charles R. Cummings and Robert Gibson, and State Police Trooper Richard Sp (left to right) held a lively question and answer period after their panel discussion on Y Legal Rights for Windham County homemakers.

Do you know your legal rights? In 1958 many Vermonters apparently felt they did not. Requests were coming into extension offices for information about legal procedures, courts, and law enforcement.

It was these requests which prompted publication of a brieflet, "Your Legal Rights, Part I." At the same time a study program was started for home demonstration groups.

In April 1961, a second program was begun in answer to demands for further material. "Your Legal Rights, Part II" helped many Vermonters extend their legal knowledge.

Agents' Training

Agents started training on the new program at their annual spring conference. Specialists, directed by the home management specialist, cooperated.

The 2-day conference began with agents attending municipal court in Burlington. After court was adjourned, the judge discussed with the agents the cases they had witnessed. The second session included a briefing on legal procedures by the Chittenden County Clerk.

The conference program also included addresses by officials of the Probate Court and Justice of the Peace Court. The Chief Justice of the Vermont Supreme Court reviewed court jurisdiction.

A panel of local and State law officers, the county sheriff, and the municipal court judge discussed law enforcement. The final phase dealt with an attorney's view of courts and procedures.

An important session for the agents was on methods of presenting "Your Legal Rights, Part II" at the county level. The author prepared a study leaflet in collaboration with a representative of the Vermont Bar Association. The leaflet was designed for agents to use when carrying out this program in the county.

In relaying the information, Chittenden County Agent Aline Coffey arranged a countywide meeting with the county probate judge. This meeting generated interest in both home demonstration members and their husbands. At another meeting a local officer spoke on police protection.

Mrs. Ruth Hertzberg of Windham County used a slightly different procedure. Three major meetings were held with law enforcement and legal representatives as speakers. Mrs. Hertzberg also led smaller groups in discussions of jury duty, selection of a jury, and guides for a witness.

The programs included panel discussions led by the probate court judge, State police officers, and attorneys. Topics covered were methods of choosing and training State police officers, general duties of the state's attorney, types of cases tried in municipal courts, and jury duty.

Mrs. Hertzberg reports, "The audiences appear more friendly and u derstanding toward law enforceme problems. They have shown high i terest, especially in State police pr tection and functions. The progra has been a public service to lay peop law enforcement bodies, and the leg profession."

Understanding Border Patrol

Since Franklin County borders Ca ada, Mrs. Marlene Thibault arrang a panel of the Chief Inspector of t Border Patrol, a court judge, a other law enforcement officers. Th explained how violators are appr hended, possible court action, and h private citizens can aid each agen Six of these meetings were held various parts of the county.

Orleans County Agent Mari Buckland held six public meetings wi representatives of the county bar a sociation and law enforcement (ficers. A municipal judge explain his work with juveniles. The sher discussed his part in the count highway patrol program and e plained warrants. At another mee ing, a lawyer outlined the history Vermont law.

Open to the general public, meetings were advertised and well a tended by both men and women. M

(See Legal Rights, next page)

People Will Come

by **WANDA BARKLEY,** Home Management Specialist, Texas

FINGERS of blame point in opposite directions when today's fabrics are ruined. Manufacturers are blamed that the product didn't perform as advertised; homemakers are accused of not using the product according to instructions.

Yes, homemakers today are vociferous about their problems with new products. They know that traditional methods of clothing care, for example, are not adequate today. They face problems in buying and caring for dozens of new fabrics, selecting and using laundry products, buying and using new laundry equipment.

Clothing and equipment dealers and manufacturers, and home economists in business and Extension can all testify to homemakers problems. And a group of these people in Midland, Texas, put their heads together in an attempt to do something about it.

To help solve homemakers, clothing and laundry problems, Pauline McWilliams, home demonstration agent, and representatives of Midland clothing and equipment industries planned an educational program.

Pressing Problems

The group had to decide on the most crucial problems they wanted to cover in the program. Among other points, they felt that homemakers need to understand:

- Degrees of water hardness (number of grains) and what, if anything, can be done about it.
- When soaps can be used, which detergents to use with water of different degrees of hardness, and which detergents for different type washers.
- Basic principles of home laundering—water temperatures, correct laundry aids, how to sort, when and how to pretreat, methods to use in washing.
- New fabrics require different care than usual laundering methods.
- Meaning of words used in describing new fabric in garments and the care required.

This was a tall order for one time-limited program. But Lily Johnson, southern regional home economist with a large corporation, handled the job of filling in homemakers on such facts.

For an interest getter, the group planned a style show of wash and wear garments. A department store provided both models and clothing.

Garments for all occasions of new fabrics, blends, or natural fibers with new finishes were shown. All were labeled "machine washable." Anna Bines, home service advisor from an electric service company, described the garments, fibers they were made of, and washing instructions for each.

Campaign for Publicity

Several new ideas were tried to let the public know about this show.

Midland is the shopping center for people within a 75-mile radius. So the committee planned to ignore county lines and invited people from all the surrounding counties who consider Midland "town."

A publicity campaign of 25 news releases, 8 radio spots, 19 radio tapes, 5 TV films, and 2 photos for the press was prepared. This covered all available communication media in announcing the meeting.

Home demonstration agents from Martin - Glasscock, Upton - Reagan, and Ector Counties participated.

Miss McWilliams called on program managers of the radio and TV stations and the women's page newspaper editor with packets of the publicity material. They planned together when publicity would begin, how many news items would be used, and how often.

Miss McWilliams reported that few of the news releases were used; radio and TV spots were used repeatedly; radio tapes and TV films were not used, but pictures were. Other home agents involved said that their local newspapers had used all the information given them.

Overflowing Audience

Seats were arranged for an expected 75 people to attend the show. But before the program began, extra rows of chairs had to be set up and people stood 3-deep across the back of the auditorium.

A registration desk at the door proved such a bottleneck it was abandoned—after 105 people had signed in. Registration was intended to show if new people had been reached and what media was most successful in reaching them.

Less than 1/3 of those who registered were home demonstration club members. Most had heard about the meeting on radio and TV; a surprisingly large number had received a personal invitation from Miss McWilliams; a few had read about it in the newspaper.

This group found it a real challenge to plan a program that would interest people enough to get them to the meeting, cover all possible aspects of the laundry problem, yet be short enough that busy homemakers could spare the time to attend.

But we found out—people will come to meetings when needs are being met. ■

LEGAL RIGHTS

(From page 82)

Buckland has received requests for more meetings of this type.

As a followup to this series of State and countywide studies of Vermonters' legal rights, four leaflets have been published. The leaflets on legal rights will be made available to all Vermonters.

The brieflets have been sent to several schools which asked extension for information on legal rights. This service is an example of cooperation between Extension and other professional agencies.

One agent says, "People now feel that they can read news reports of court proceedings more intelligently. They understand simple legal terms and procedures. They have lost some fear of court appearances as a result of this program." ■

AGENT "CAPTURED"

(From page 79)

Ars was made an Honorary Texas Citizen by Governor Price Daniel. The Comanche Jaycees voted Ars honorary Outstanding Young Farmer.

"The biggest reason for America's good results in farming is its good people," Ars insists. "Friendship is a two-way channel. If I like people, they will like me. Agricultural people can have the most efficient kind of program, but if they don't like people, the program does them no good!"

County agent Dickson notes that people of Comanche County are learning more about India. Records in the Comanche library show a brisk demand for books about India.

It was not long after Ars arrived until Comanche County farmers and ranchmen were stopping by the extension office to discuss their problems with him. J. A. Cox (right) talks over peanut production with the associate county agent.

Future Significance

Prewit sees great possibilities in the powerful influence these agricultural extension trainees can exert when they return to their homelands. "They will carry back a different image of America from the one with which they came," he points out. "They will discover, as Ars did, that people are about the same the world over. As other trainees come to Texas in the future, we hope to make the same thorough preparation and careful planning for their coming."

Dickson, through his preparations for the visiting associate agent, ex pressed an important predicate i international relations: If we are t have a better understanding of peo ple from other countries, we mus prepare and work for this under standing. Only then can we culti vate their friendship and give them the occasions to reveal the full rang of their personalities. ■

EVALUATION ATTITUDE

(From page 77)

behavioral change his teaching should produce.

Behavior, when considered as the result of education, may be in terms of an improvement in skill, better understanding of a concept, increased ability to solve problems, changed attitude, appreciation of different things, shifting of values, change of interest, or increase in knowledge. Evaluation is made in terms of evidences of these changes in behavior.

To overcome this barrier we must acquire the ability to record these changes in an orderly manner. We may first need to ask the help of an expert to develop a working knowledge of the principles and procedures necessary for evaluating our educational efforts. This will enhance our ability to evaluate as well as challenge us to do it.

Do we avoid anxiety and failure by refusing to critically evaluate our own activities? Is it easier to maintain professional and personal *status* if we limit our evaluation efforts to broad generalizations which assure us we're doing a pretty good job?

If properly implemented, the "evaluation attitude" can provide opportunity to take a critical look at ourselves and our activities and discover the means for improving our educational efforts.

Evaluation is implicit in all intelligent human activity. It represents the guiding mechanism which makes our educational efforts intelligent and worthwhile.

Through effective evaluation, involving the active participation of our clientele, we can actually increase our status as educators. Evaluation of this sort provides information concerning progress and accomplishments among our clientele.

Using the Attitude

Change is inevitable. By developing the "evaluation attitude" the extension educator becomes armed with a weapon that enables him to help society achieve desirable changes. And it enables him to help prevent changes which are considered undesirable.

To develop this attitude one must recognize and overcome the barrier of tradition, security, understand ing, and status. In the interests o our democratic society the educato should strive to impart this attitud to his clientele.

One might consider evaluating a high level learning because it calls fo critical thinking and application o the scientific method to problem situ ations. If an important goal of th Cooperative Extension Service is t develop the capacity and ability fo self-education and continued learnin among people, then learners as wel as teachers must acquire the "evalua tion attitude."

Application of this attitude to al facets of adult education will provid a firm basis for new approaches t securing the maximum benefit fron our human and educational resource

If we approach our responsibilitie with the "evaluation attitude," we wil be in a better position to determin when the well-worn road becomes ob solete. If critical examination show we are following a byway instead of superhighway, then it is time to rec ognize and overcome the barriers t the "evaluation attitude." ■

New Twist for Old Methods

MRS. ESTHER N. LaROSE, Augusta County Home Demonstration Agent, Virginia

Some people claim there's nothing new under the sun. But a familiar teaching method in a new situation can result in new lessons for extension agents.

Augusta County has a growing urban and rural nonfarm population. We are increasingly aware of the need to tailor our programs and teaching methods to reach and serve this expanding audience.

Last year we tried two teaching methods. These are familiar to many perhaps, but they were new to Augusta County.

The first was young homemakers' house furnishings school. With the aid of Ruth Jamison, house furnishings specialist, we covered a different phase of house furnishings in each of five meetings. Subjects included: planning house furnishings, money management in house furnishings, windows and backgrounds, buying rugs and carpets, use of accessories, and buying furniture keyed to your income.

Some students traveled 25 miles or more to attend the classes, scheduled the same evening for 5 successive weeks. Interest was high throughout the course, with an evaluation showing interest in other classes.

Classes were informal, with opportunity for participation. Following the meetings, the students and their husbands toured two local furniture stores.

On-the-Air Classes

Upon completion of the school, I decided to follow up with a radio school. In planning for this, I discussed the idea with the local station's program director and farm and home announcer. They supported the idea and promised to help.

A special radio tape inviting prospective students to sign up was played several times a day for 10 days before the enrollment deadline. Details on the school were given on regular radio broadcasts several weeks before the school.

The radio school had 74 enrollees. Two-thirds of the group had little, if any, previous direct contact with extension. Twenty-four were home demonstration club members.

The school ran for 5 weeks, using virtually the same format as the young homemakers school.

On the day each session was presented on the radio, the local daily paper ran a newspaper column on the same subject. Bulletins or mimeographed information on each subject were sent to enrollees weekly.

The school had a number of listeners besides those actually enrolled. This was determined from casual contacts and requests for bulletins.

Evaluation Report

Evaluation forms were sent to all enrollees after the first two classes and again at the end of the series. Practically all felt that a series of broadcasts on a specific subject was an excellent way to receive information.

Most of them were not ready to use the information immediately but planned to use it later. Most did not feel the need for additional information on the subjects covered but several requested bulletins on specific problems.

Some typical comments included: "The information was thorough and helpful. I hope to use it in my own home later . . . . I would be interested in suggestions on equipment arrangement in kitchens . . . . I arranged to have a sit-in listener take notes for me when I had to miss one of the broadcasts."

Radio management felt the school was a success. They were impressed by the number of enrollments and favorable comments from listeners. So we are going ahead with plans for additional schools.

These methods point the way to serving special groups. The same subject matter was used in more than one way, thus making better use of preparation time. This demonstrated how we can reach a large number of people with minimum effort. ■

Recreation Area Rallies Interest

by HUGH CULBERTSON, Assistant Publications Editor, Michigan

Steel fences, basketball courts, and picnic stoves do not grow to maturity in one season. Nor do rubble and trash disappear in a day.

In fact, two Michigan extension workers are still seeing growth from seed they planted 4 years ago on a 2-acre plot in Mount Morris Township, just north of Flint.

The whole thing started when local Lions club officials decided to do something about developing a recreation area on the plot. They consulted Eugene F. Dice, extension agent for community services in Genessee County.

Dice and Harold Shick, then Michigan State University park management specialist, visited the area.

First step in the extension workers' proposed program was a big cleanup. Thirty members of the Beecher Lions Club spent a day getting rid of litter and they constructed two picnic tables.

At this point, the Beecher Metropolitan District began supporting the project. State law allows a metropolitan district to provide recreation facilities through township tax levies. And B.M.D. includes part of Mt. Morris and nearby Genessee Townships.

B.M.D. fenced and seeded the area. More picnic tables, grills, a basketball court, a merry-go-round, swings, and rest rooms were installed.

Spreading Idea

About 800 children plus parents and friends use the area. The project's success stimulated similar efforts in several nearby communities.

Resulting consciousness of the need for play areas has also led zoning officials to set aside more locations for recreation.

"As in most such projects, progress is slow," Dice points out. "The Beecher Metropolitan District needs at least six community parks for it's 18,000 people. But a start has been made where it counts—in peoples' minds." ■

STATURE

(From page 77)

short courses in specific subject-matter fields. Correspondence courses provide a useful educational service.

Actual field experience—on-the-job training—is valuable in perfecting skills and strengthening technical knowledge. Clinics and workshops are important as refreshers and for appraisal of new information and technology.

Formal academic instruction is available in all subject-matter fields.

The combined resources of business and industry, public and private agencies, colleges and universities have been successful in furthering continued education among adults.

An example of cooperative effort for professional improvement was a workshop at the University of Massachusetts in 1960. A short course in Continuous Forest Inventory, with instruction by a team of U. S. Forest Service and I.B.M. personnel, attracted 55 participants from government, industry, and private enterprise. Participants came from as far as Colorado, Florida, and several Canadian Provinces.

Why? The subject matter was new, useful, and had not been available before from the team which had developed and refined the techniques of this inventory system.

Esteem of Business

The importance and value placed on professional improvement by leaders of industry, business, and government is evidenced by the large sums of money spent each year for such programs.

Just how do highly successful industries and government agencies regard professional improvement and what are they doing about it?

F. D. Leamer, personnel director, The Bell Telephone Laboratories, reported: "In a business such as ours, where much of the work is carried on at the frontiers of engineering knowledge, graduate training is essential for our technical staff.

"New employees whom we hire soon after graduation with bachelor's degrees we send through our part-time Communications Development Training Program. . . . The program comprises 56 semester hours of graduate level course work and a number of special laboratory assignments. Three-quarters of the course work is taken at the New York University Graduate Center at Murray Hill, and leads usually to the satisfaction of master's degree requirements at the end of the second year.

"For our older employees we encourage continuing graduate training under our Graduate Study Plan at nearby universities of their choice. We reimburse these employees in full for tuition."

D. F. McKay, replying for the Weyerhaeuser Company, points out: "Several nearby forestry schools periodically sponsor short courses in such subjects as forest soils, photogrammetry, forest pests, and forest inventory methods. Our company sends men to such courses with the idea of assisting the men and the company in keeping abreast of recent developments in these activities.

"The second source of post-college education is the seminar of which the best known example is Yale Industrial Forestry Seminar . . . We plan to have our men attend those seminars held in parts of the country other than in which they are employed.

"In the third place, our company grants leaves of absence to foresters who reach the decision to further their career through study for graduate degrees."

Let us take a lesson from industry in their concepts of professional improvement values.

Professional improvement, or continuing education, should be considered as one base upon which stature is established. ■

EDUCATOR'S ROLE

(From page 75)

repetition of cliches. It is free, independent, creative decision-making.

What may this mean specifically to those who work with families in a university extension program? I suggest three characteristics of such programs, based on a look at today's families wherever they live and on social trends affecting family life.

First, extension programs for families need to emphasize development of (a) consumer ability to evaluate wha his or her own family actually need and (b) a disposition to act on suc thoughtful decisions. This would b in contrast to a consumer habit of fo lowing specific "recommendations" producers, salesmen, home economist and other authorities.

Second, extension programs f families need to emphasize develo ment of a sense of responsibility f the common good, competence in c operative effort, and understanding the social factors affecting the famil

Third, extension programs for fa ilies need to include both sexes as st dents, teachers, and administrato who are directly prepared for the jo

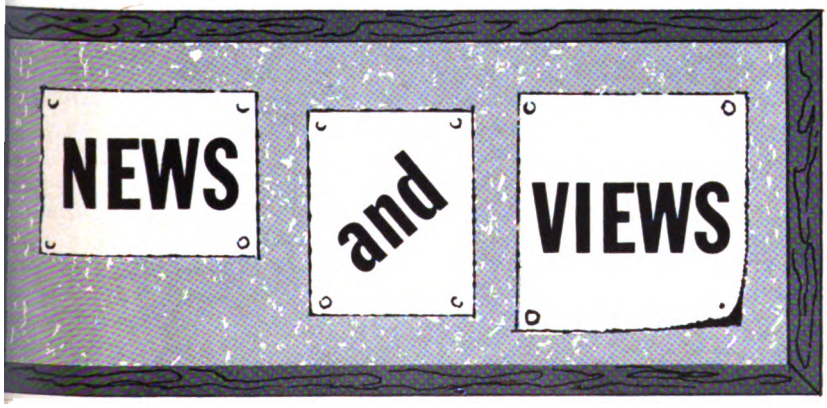
Understanding in Depth

The entire new resident program this college is now designed to hel students understand in some dept the significance of family life in th building of a nation and world, and th function of professional services f families, in a free society. This in cludes professional services wheth by an extension worker, consumer re resentative in business, dietitian, housing, food, or textile specialist.

Almost every hour in the life of family and undoubtedly in a busine enterprise (agricultural or otherwis requires decisions. Contributing this process, the producer, the di tributor, and even certain social age cies may properly attempt to sell, pe suade, and direct. But the educat whose job is to enlighten a strengthen life in a free socie where decision-making rests with t people—what is his responsibility?

Each of us answers this question da after day in our actions on the jo We demonstrate our faith in certa values, such as the potential of huma beings for growth and responsib self-government. In critical situ tions, we will do some selling and so directing, as we do with a child front of an oncoming car. But as mature in the job of educators, may become less and less the "Ge eral" and more and more the pr poser of alternatives, assistant an lyzer of factors and values, and e courager of experimentation. All t is headed toward the goal of incre ingly competent, free, independe creative decision-making! ■

Safer American Agriculture" was a featured panel discussion during the 1962 President's Occupational Safety Conference in Washington. nel members were: (left to right) W. B. Wood, director of extension, Ohio, and Chairman, National Conference for Farm Safety; W. E. uckey, extension specialist in safety, Ohio; Carlton Zink, Deere and Company; Dr. Richard G. Pfister, extension agricultural safety engineer; ichigan; Dr. John B. Claar, associate director of cooperative extension, Illinois; J. E. Crosby, FES; Edward S. Adams, chairman-elect, National ference for Farm Safety (missing); and Marvin J. Nicol, assistant general manager, National Safety Council.



onthly Revisions in ublications Inventory

The following new titles should be led to the 1962 Annual Inventory t of USDA Popular Publications. letins that have been replaced uld be discarded. *Bulk supplies of lications may be obtained under procedure set up by your publica- s distribution officer.*

1443 Dairy Cattle Breeds—*Revised Jan. 1962*

2174 The Tobacco Budworm—How to Control It—*New (Replaces F 1531)*

2175 Equipment for Cooling Milk on the Farm—*New (Replaces F 2079 & F 1818)*

F 2178 Part-time Farming — *New (Replaces F 1966)*

F 2179 Father-Son Agreements for Operating Farms — *New (Replaces F 2026)*

F 2182 Growing Summer Cover Crops—*New (Replaces F 1750)*

G 80 Home Propagation of Ornamental Trees and Shrubs—*New (Replaces F 1567)*

L 392 Fleas — How to Control Them—*Revised Jan. 1962*

L 403 Chiggers — How to Fight Them—*Revised Dec. 1961*

L 501 The Old House Borer—*New*

L 502 Spider Mites on Cotton—*New*

Western Winter School Draws 87 Students

Arizona's first Western Regional Extension Winter School attracted 87 Extension workers to classes in Tucson during February.

Students came from 24 States and 10 foreign nations. They included county agricultural agents, home agents, 4-H agents, State specialists, and supervisory personnel. Foreign Extension officials enrolled were in the U. S. under an Agency for International Development (AID) program.

Most students took the schooling for graduate credit. Generally, each enrolled in 2 courses during the 3-week period and was able to obtain 4 semester hours of academic credit.

Dr. George Hull, director of the Arizona Cooperative Extension Service, said response to the school was excellent. "Enrollment was not large in terms of numbers, but the broad representation of States, and the interest of those participating were quite outstanding."

Arizona reports that one application for the 1963 Winter School has already been received.

UNITED STATES
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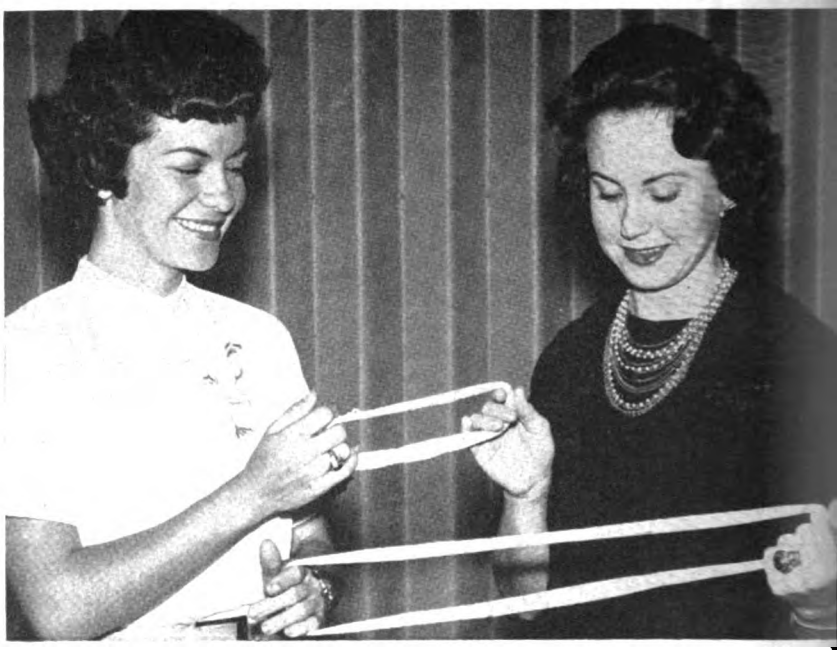
OFFICIAL BUSINESS

COTTON *Takes on New Shapes*



Cotton yarn that can take more than 200 percent stretch and return to its original shape demonstrated here, has resulted from USDA research.

WHAT'S happening to cotton? No longer a one-season fabric, cotton comes in every weight and weave imaginable. Consumers can take their choice of sheer, crisp, napped, nubby, polished, embossed, or knit cottons.

Consider the new qualities of the fabric, too. Stretchable; machine-washable; wrinkle, rain, and heat-resistant cottons have all been developed for today's homemakers.

One new development is cotton that stretches. USDA scientists have developed methods of manufacturing cotton stretch yarns and fabrics that should be on the market soon.

This stretchiness will make cotton more useful in many clothing items—bathing suits, hosiery, sweaters, dresses. The material will also be more adaptable for slipcovers and auto upholstery.

New wash-and-wear finishes have resulted in virtually "self-ironing" men's shirts. These finishes last the life of the garment whether washed at home or commercially.

Another development, not yet on the market, on men's shirts may make collars and cuffs longer-lasting. A cotton interliner, treated for wash-and-wear qualities, is bonded to outer layers of untreated cotton cloth.

The finished fabric not only has excellent wash-wear qualities, but also has high resistance to fraying or abrasion.

Three-in-one Treatment

Brightly colored cottons that can be washed and worn, yet stay crisp and colorful after repeated washing are in prospect. USDA scientists have developed a chemical treatment that will give cotton all these properties in a single operation.

Starch, giving permanent crispness, and dye, giving long-lasting color, can be added at the same time as chemicals which produce a good wash-wear finish. All "take" well together.

This same process may be used to make cottons resistant to fire, heat, rot, and mildew. They may even make the fabric repellent to water and oil.

Now on the market is a water-proofing finish for outer wear. Today cotton accounts for about 60 percent of all goods purchased by rainw manufacturers.

Cotton ironing pads, covers, s press cloths that are scorchproof a heat resistant have been developed USDA researchers. Also on the m ket are rot-resistant awnings and c ton used in outdoor furniture.

Cotton goods finished for flam proofing retain this quality through washings according to laborat tests. Resistance to flames, oil, s water have made possible many n industrial uses for cotton.

Brighter and better cottons w more versatile uses are in store American consumers through agric tural research. ■

Are you telling America's greatest success story—the story of agriculture—to nonfarm groups in your area? This is No. 12 in a series of articles to give you ideas for talks, news articles, radio and TV programs, and exhibits.

Centennial Issue

EXTENSION SERVICE Review

MAY 1962

UNITED STATES DEPARTMENT OF AGRICULTURE

1862 1962

Growth Through Agricultural Progress

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 educato —in County, State, and Federal Extension agencies—w work directly or indirectly to help people learn how to use t newest findings in agriculture and home economics resear to bring about a more abundant life for themselves and the communities.

The Review offers the Extension worker, in his role of ed cational leader, professional guideposts, new routes, and too for speedier, more successful endeavor. Through this exchan of methods, tried and found successful by Extension agen the Review serves as a source of ideas and useful informati on how to reach people and thus help them utilize more ful their own resources, to farm more efficiently, and to make t home and community a better place to live.

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In This Issue

EAR TO THE GROUND

It is well to remember and understand the past in our rush into the future. As President Emeritus J. L. Morrill of the University of Minnesota said in his Land-Grant Centennial Convocation address on "The Land-Grant Tradition in American Education:"

"It is well to be reminded. That is why we are met today. It is well to remember the tradition which is our strength. Someone has said, 'history is community memory.' Without memory a man, or a nation, is almost mindless—helpless, alone at sea without the compass of experience."

I think we can all agree that "it is well to be reminded."

The act establishing the Department of Agriculture and the Land-Grant Act in 1862 marked the culmination of many years of effort. It is interesting to know, for instance, that "proposals for the creation of a Federal Department of Agriculture were made as far back as 1776, when two resolutions recommending aid to agriculture were adopted by the Second Continental Congress."

In observing their Centennials, USDA and the Land-Grant System are in large measure doing homage to America's farm and other rural people. Their faith in the future helped nurture the Department a land-grant colleges.

It is inspiring to know that ev though the U. S. was caught up an internal war in 1862, two instit tions were created which would co tribute greatly to building toda great, united Nation.

In the 100 years since 1862 the D partment and the land-grant un versities and colleges have helped t farm people of America attain wor leadership in the efficient producti of food and fiber. Agriculture tod is the Nation's largest industry, wi assets exceeding $206 billion. Fo of every 10 jobs in private emplo ment are in agriculture, or relat to it.

In this issue of the Review co memorating USDA's Centennial it pretty obvious that we could not t the story of 100 years of servic You'll find much of that in the 19 Yearbook of Agriculture.

What we've tried to do here is gi you a broad picture of the Depar ment along with pertinent historic material. The major articles co basic concepts on education, r search, community development, fo eign trade, and consumer work. T picture spread highlights the Depar ment's wide range of work.—WA

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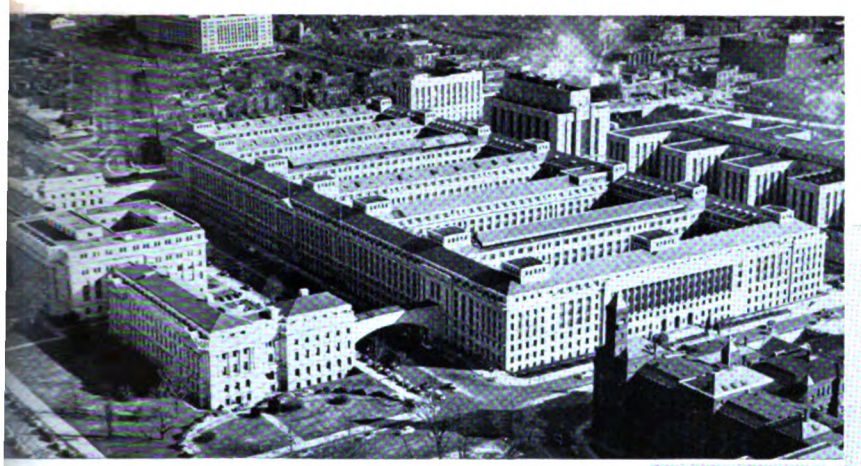
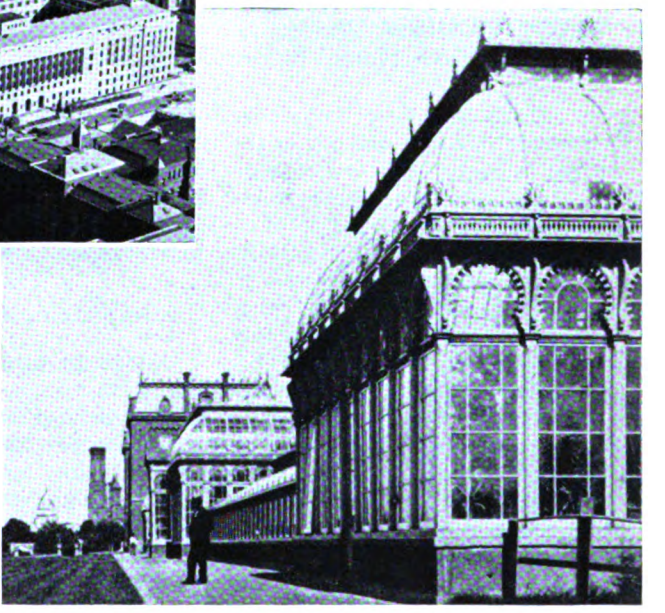


Today, USDA offices occupy several buildings in downtown Washington, D. C., plus field locations across the country. In 1869, USDA was housed in the building below (including greenhouse) on same site as present Administration building. Smithsonian Institution and Capitol are in background.



)0 years of SERVICE ırough RESEARCH nd EDUCATION

WAYNE D. RASMUSSEN, Historian, U. S. Department of Agriculture

ɴ Illinois lawyer and a Pennsyl- ι vania dairy farmer, both mainly f-taught, combined views 100 years › giving life and direction to the S. Department of Agriculture.

When President Lincoln signed the ; of May 15, 1862, he brought into ng a new agency—"to acquire and fuse among the people of the ited States useful information on ›jects connected with agriculture the most general and comprehen- e sense of that word, and to pro- ːe, propagate, and distribute among ː people new and valuable seeds d plants."

Isaac Newton, who shipped high- ality butter to the White House m his Pennsylvania farm, became ː first Commissioner of Agriculture. he head of the Department did not ːome a Secretary with cabinet sta- ; until 1889.)

Newton emphasized the need for ıcation, saying in his first report: . . the department should aim to ıch or recommend authoritatively, concentrating the ripest agricul- ral experience and scholarship, the best methods of culture, the choicest plants, vegetables, and fruits, the most valuable grains, grasses, and animals, domestic and otherwise, and the most improved implements of husbandry."

Congress had directed the Commissioner to acquire and preserve all information concerning agriculture which could be obtained from books, correspondence, scientific experiments, and collection of statistics. This broad directive led to the development of one of the world's greatest educational and research institutions.

Education and Experimentation

The same year the Department was established, Congress passed the Morrill Land-Grant College Act, giving each State a grant of land for colleges of agriculture and the mechanic arts.

This Act, signed by Lincoln on July 2, 1862, provided for "the endowment, support, and maintenance of at least one college in each State where the leading object shall be, without excluding other scientific or classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts . . . in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life."

From their beginnings the Department and the land-grant colleges were partners in advancing scientific agriculture and the national well-being. This partnership was given additional strength with passage of the Hatch Act in 1887 that provided Federal aid for the support of an agricultural experiment station in each State. Experiment stations connected with land-grant colleges were in operation in eight States when the act passed.

In a sense these institutions marked the culmination of many years of struggle. Agricultural experimentation was a grim necessity to the colonists at Jamestown, Plymouth, and in the Southwest. Over the

(See 100 Years, page 108)

Putting Science to Work For Farmers and Consumers

by **BYRON T. SHAW**, Administrator, Agricultural Research Service, and Coordinator, USDA Research Programs

THE desire for new knowledge through research was one of the principal reasons for establishing USDA 100 years ago. When Isaac Newton, first Commissioner of Agriculture, issued his initial report he outlined several major objectives in research. These included the introduction of new plants and conducting work on botany and entomology.

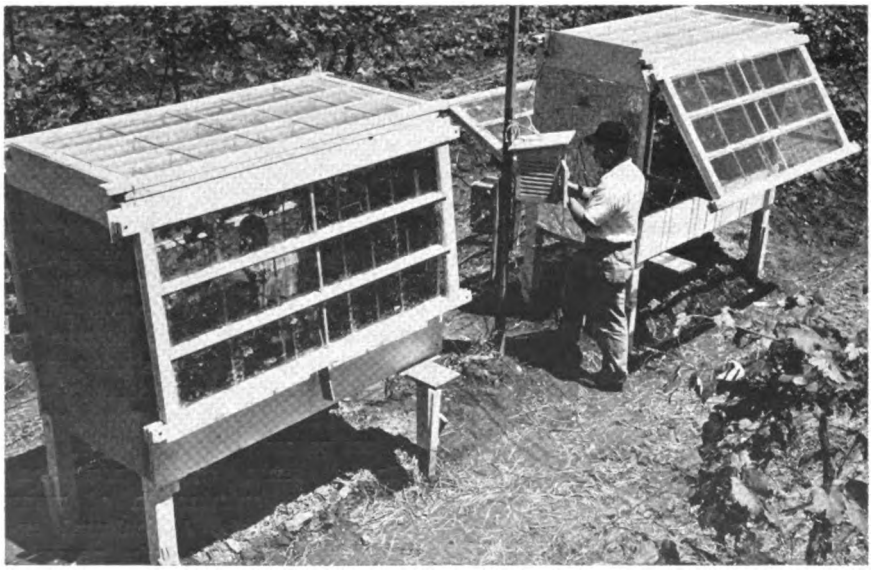
From the beginning, scientists in the Department have worked closely with the land-grant colleges and experiment stations to develop scientifically tested knowledge for use in agriculture. Working together, they have helped to increase the efficiency of farm production and to provide the quality, abundance, and variety of food and fiber that consumers have come to expect.

Through crops research, State and Federal scientists have changed the plants that farmers grow. They have supplied new germ plasm and adapted foreign crops, such as soybeans, to our climate and methods of farming. They have fixed resistance to diseases and insect pests in established crops and tailored many crops to fit machine operations on the farm.

Improving Plant Varieties

As a result, farmers today are planting almost none of the crop varieties they depended on 25 to 30 years ago. For example, 25 years ago farmers were planting largely European varieties of sugarbeets. They first made a 100-percent change to varieties developed by U. S. scientists for better disease-resistance in this country. Now, with the development of the new monogerm seeds, farmers have made another almost complete change in the varieties of sugarbeets they plant.

During the same 25-year period, farmers made a 99-percent change in varieties of corn, soybeans, and flax-



Fruits are grown in the field under controlled environment at the Pennsylvania Experiment Station. With devices such as this, daily growth rhythms of grapes, cherries, and apples have been established. It was noted that such fruits tend to shrink during the forenoon.

seed. They made a change of abo 88 percent in the wheat varieties th plant.

* * * * * * *

Basic research, designed to devel broader understanding of the scienc important to agriculture, is the fou dation of USDA's progress in scien and technology. It develops n knowledge about a science that e pands the area in which applied r search can work to solve the speci problems.

For example, late in 1959 a team ARS scientists achieved one of t great discoveries of the century isolating the substance in plants th starts them growing, determines h they'll grow, and keeps them growi The ingredient is a light-sensiti pigment, a protein common to plants. The scientists, who named t protein "phytochrome," believe t may well be the first step toward co plete control of plant growth, allowi man to alter plants to suit whate ends he wishes.

* * * * * * *

In livestock research our scienti developed improved breeds that ma more efficient use of feeds and yi better quality meat, milk, and eg They developed hybrid hogs a meat-type hogs. They tailor-made smaller turkey to suit the needs of t modern family.

Our scientists worked out the met ods of performance testing of beef ca tle that are making an important co tribution to increased efficiency in be production.

They also have made great strid in learning more about animal di eases, and developing reliable te and vaccines that have enabled us eradicate or control many serious di eases. For example, we have eith eliminated or controlled foot-an mouth disease, cattle tick fever, bovi tuberculosis and brucellosis, Asia Newcastle disease and pullorum di ease in poultry, and hog cholera a vesicular exanthema in swine.

* * * * * * *

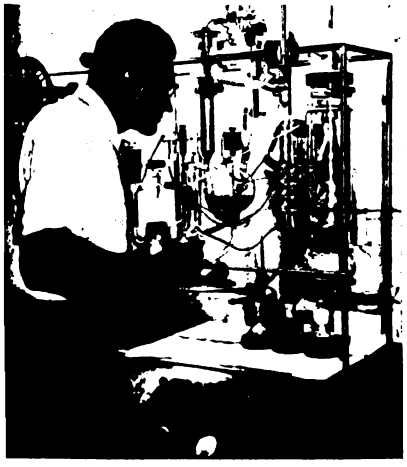
In 1892, USDA scientists announc the discovery that infection can carried from one animal to anoth by an intermediate host. The case point was a tick, carrier of cattle fev

It cost $65,000 to support the research that led to this finding.

Today, because of this research, farmers save at least $60 million a year. But even more important, the discovery unlocked the mysteries of such human diseases as malaria, yellow fever, typhus, bubonic plague, and Rocky Mountain spotted fever.

* * * * * * * *

Research on highly contagious foreign diseases is conducted at the Plum Island Animal Disease Laboratory, located in Long Island Sound. Domestic diseases are studied at the National Animal Disease Laboratory at Ames, Iowa; animal parasite studies are conducted at the Agricultural Research Center at Beltsville, Md.



ie moleculor is being used by this scientist purify derivatives of animal fats that are ed in plasticizers. Through such utilization search, unwanted animal fats are put to use floor tile, curtain and upholstery materials, ace mats, and oilcloth.

New knowledge developed at these boratories can be put to use in regutory programs, administered by the gricultural Research Service, to adicate animal diseases and paraes that cost the livestock industry arly $3 billion a year. We will also better prepared to move quickly th eradication programs if dangers foreign diseases should appear. lis is part of the dual research and gulatory responsibility of USDA.

Scientists in entomology have found re and more effective ways to con l damaging insect pests. Research vided the knowledge that paved way for eradication of the Mediterranean fruit fly in Florida and Hall scale in California.

Newer methods of eradicating insects by the sterile-male technique have opened up many possibilities. By releasing flies sterilized by irradiation, scientists wiped out the screwworm fly in the Southeast. Soon, perhaps, we can use chemical methods of sterilization. New insect attractants are proving successful in helping to eliminate insects with smaller amounts of insecticides.

Studies in soil and water have developed methods of range management, terracing, mulching, and other soil management practices that have helped to reduce erosion.

Other studies have produced methods of forecasting water supplies and measuring irrigation water. Scientists working in water conservation and agricultural engineering have pooled their talents to develop practical methods of irrigation that save more of the available water supplies and still enable us to make arid lands productive. We will have to continue finding better ways to conserve the water used in agriculture as competition for available water supplies becomes keener.

Advances in Management

As early as 1866 State and Federal scientists in farm economics research were collecting facts about crops and farm wages. They keep all of agriculture informed about existing trends and the outlook for the future in farm production and demands.

Against a background of this information, farmers can make more practical plans. Furthermore, the findings in research on farm management efficiency have helped many farmers put their operations on a paying basis.

In forestry research, scientists have made invaluable contributions in the entire field of forestry and wildlife management. This includes the growth and harvesting of timber as well as protecting forests from fire, insects, and diseases. As industrial, urban, and suburban development take over more and more land, it becomes increasingly important to protect our forests and timberland—to protect the esthetic as well as the economic value.

Agricultural research is concerned with much more than just producing from the land. It must embrace the entire complex of agriculture, including methods of transportation, handling, marketing, storage, finding buyers for agricultural products, and protecting the wholesomeness of food products.

* * * * * * * *

Until the Insecticide Act of 1910, sponsored by USDA, the public had no Federal protection against fraudulent, ineffective, and unsafe chemicals used against crop, animal, household, and human pests. Protection was broadened further as new chemicals came into use against the widening range of pests. The ARS-administered Federal Insecticide, Fungicide, and Rodenticide Act now required registration, testing, and proper labeling of more than 50,000 interstate-shipped or imported products for household, institutional, and structural as well as agricultural pest control.

* * * * * * * *

Cooperative Federal-State research in agricultural marketing has been underway since 1916. Combined efforts have developed constantly changing improvements on ways to handle and market farm products.

These research-developed methods have helped to create the highly mobile food industry in this country today. The family shopper in a modern supermarket can select from as many as 5,000 different food items produced in all 50 States.

We try to find buyers for farm products through utilization research aimed at developing better, more versatile qualities in existing farm prod-

(See Research Progress, page 110)

Challenge in the Second Century

by **LLOYD H. DAVIS**, Acting Deputy Administrator, Federal Extension Service

THE people of rural America are better informed and better educated than ever before. Yet their need for education and information is greater. Their world is changing and growing more complex at an ever increasing pace. The problems with which they must be concerned are expanding in both scope and intensity.

The problem of inadequate incomes in agriculture cries for more rapid solution. Economic pressures for more specialized and larger family farm operations are spurring family farm operators to rapid adjustments. Growing competition for labor, capital, and land presses farm operators. Profit margins in farming leave little room for error. Underemployment and low incomes of people in many rural areas demand public attention.

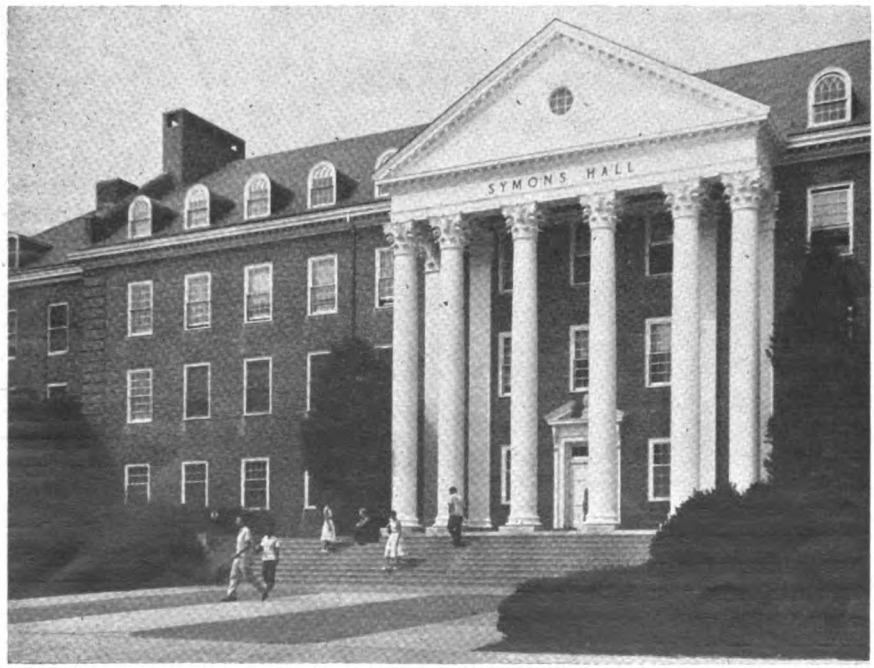
The exodus of people from some rural areas and the "rurbanization" of others strains community institutions. With changes in the marketing system, long established marketing devices become obsolete. Nonfarm use of land and water resources, increasing rapidly, generate a general concern for conservation. Changing family life puts stresses on social institutions. An exploding range of opportunities for rural youth multiplies the need for career planning.

The responsibilities of a nation providing world leadership toward peace with dignity and freedom are on the shoulders of all its citizens.

A Free Society

Belief in the soundness of private decisions freely made and public decisions reflecting the combined judgment of numbers of well informed people is basic to the philosophy on which our society was founded.

In support of this philosophy, the American people have placed great emphasis on education to provide the knowledge and understanding basic to such free choice by individuals and participation in public decisions. They have provided a complex of educational institutions to serve this need.



The Morrill Act of 1862, establis ing our land-grant colleges and un versities to provide educational o portunities to "the industrial classe was an important step in developi these institutions. In the same ye Congress took another important st in education when it established t U. S. Department of Agriculture.

From its beginning USDA has h responsibilities in education— educ tion concerned with many facets agriculture, to serve the general w fare, and particularly to help ru people with their farm and comm nity problems. As times and nee have changed, so has USDA's educ tional work.

In 1914 educational programs we recognized as being of such impo ance to the work of the Departme that a special act was passed provi ing for a greater concentration educational effort on a cooperat basis. Since then, the Cooperative E tension Service, involving the U. Department of Agriculture, the la grant colleges, and county gove ment, has been the major chan through which general educatio programs have been conducted.

Through these programs knowle and research results available in colleges and in USDA are applied the needs of rural people. Extens is the connecting link between people and their problems on one s and USDA and college resea knowledge on the other.

While the Cooperative Extens Service is the major channel for e cational programs involving the partment, various agencies of the partment engage in educational ac ities dealing specifically with t program responsibilities.

Contributions of Agricultur

It is well known that the public vestment in this education and search team has paid off—has p handsome dividends benefiting all people. With the help of this te rural people have made many con butions to a strong, prosperous Am ica. The miracle of production ficiency has:

- Released human resources

(See Education's Challenge, page 1

TABILIZATION

'mproving Farmers' Economic Status

MERICA'S farmers have achieved a revolution in food and fiber pro-tion, showing the way to freedom m hunger and want. Yet, to some ent, farmers are being penalized their own success. To help pre-t this, certain USDA agencies k toward stabilizing agricultural duction.

uring the last third of USDA's t 100 years, government assistance farmers took the principal form 'farm action" programs. That is, wers on individual farms cooper-d in working toward national agri-ural objectives.

hese programs have been author-by Congress generally as a means trengthening the national econ-by improving the farmer's eco-ic status. Such programs operate nly under the general supervision he Agricultural Stabilization and servation Service (ASCS).

hese programs include price sup-s, acreage allotments, and mar-ng quotas; disposal of products ugh sale, barter, and donation; International Wheat Agreement, Bank, Sugar Act, and mobiliza-planning. In addition, the Agri-ural Conservation Program pro-s cost-payments to farmers for ain recommended conservation tices.

Dealing with Farmers

nce these programs require di-dealing with farmers, they are inistered locally through the ter-committee system. This rep-its a major departure from ious national farm-aid measures. ese Agricultural Stabilization Conservation (ASC) farmer-com-ees, at county and community s, have been elected by their nbors. As directed by legislation, administer the farm-action pro-ns.

State farmer-committees, serving as representatives of both farmers and Government, are appointed by the Secretary of Agriculture.

Directors of State agricultural extension services and county agents are ex officio members of the appropriate committees.

Production Adjustment

Production "adjustment" programs in operation today (for commodities in which the Nation is more than self-sufficient) include acreage allotments and marketing quotas for five basic crops—wheat, cotton, peanuts, rice, and tobacco.

The feed grain program for corn, grain sorghum, and barley; and the wheat stabilization program add to the older allotment principle payments to help divert acreage taken out of production into conservation.

There are adjustment programs for two commodities in which the Nation is not self-sufficient.

The wool program encourages increased production of wool "as a measure for our national security and in promotion of the general welfare." The sugar program seeks to maintain a healthy and competitive domestic sugar industry of limited size. This program is intended to assure adequate sugar supplies for consumers at reasonable prices and to promote general export trade.

Price-support programs, since 1934, have given farmers a ready means of maintaining income while promoting orderly marketing. The programs operate through Commodity Credit Corporation (CCC) loans, purchase agreements, and direct purchases from farmers.

Supports now are mandatory for a wide range of farm products. They are permissive, at the Secretary's discretion, for all other agricultural commodities.

Commodities acquired as a result of price support operations are disposed of mainly through commercial sales. Other outlets include sales to foreign governments, transfers to other U. S. Government agencies, and donations through domestic and foreign relief programs.

Certain government-owned feed grain is made available to areas hit by sudden disasters, such as floods or hurricanes. These grains are free of charge and are distributed by the State government concerned.

Under other programs, farmers, ranchers, and stockmen may purchase government grain or receive government loans to purchase commercial feed.

In going all out for high production there is no need for the farmer to "go for broke." He can hedge against the loss of his investment in the crop through Federal Crop Insurance.

That is, he can insure against loss of quantity and quality from unavoidable loss due to bad weather, insects, disease, etc. He cannot insure against the risks of price.

A lot of cash and labor go into the cost of growing crops. And farmers make their money from know-how, skills, energy, and resourcefulness—not from taking big risks.

By taking crop insurance, farmers can pool much of their risk with other farmers—about 1/3 million. Insurance spreads the risk not only over many farmers, but over many areas, kinds of crops, and years.

Northern Great Plains farmers, in the summer of 1961, faced their most serious drought since the 1930's. They lost not only expected profit from grain crops, but also the money in-

(See Stabilization, page 111)

Looking at our Agricultural Land Resources

by **GEORGE ENFIELD**, Agricultural Programs, Federal Extension Service

AMERICA'S agricultural land resources are so vast that it took 30,000 people to get the facts for the current National Inventory of Soil and Water Conservation Needs.

What these people found out is of importance to every farm family, to all of rural America, to the Nation. Here for the first time is a consistent, statistical sampling of the kinds of soils, slope and erosion conditions, and present land use in 3,000 counties. It is also the first time that all creek-size watersheds have been sized up and counted.

This Inventory by the U. S. Department of Agriculture gives estimates of land use change to 1975. There are separate reports for each State. Original data obtained in the Inventory have been recorded on punch cards. This makes it possible to quickly summarize data by any combination of land resource area, or political subdivision.

A Conservation Needs Inventory Committee in every county surveyed determined the data to be entered in the Inventory report. Each committee was made up of representatives of all agencies concerned with land use and conservation in the area.

People and the Land

Although most U. S. citizens live in cities and their suburbs, most land resources are in rural areas. And most of our renewable natural resources are on private agricultural land.

Wise use of this land to fit present and future needs is of continuing concern. Despite the great progress that has been made in soil and water conservation much remains to be done.

- About two-thirds of all agriculture land need some kind of conservation treatment.
- Sixty-two percent of existing cropland, or 272 million acres, need conservation treatment.
- A total of 101 million acres to be shifted to new uses by 1975 will need conservation treatment.
- Almost three-quarters of non-Federal pasture and rangeland, or 364 million acres, need conservation.
- More than half of non-Federal forest and woodland, or 241 million acres, need conservation treatment.

If the conservation needs shown by the National Inventory are to be met, a total private and public investment of nearly $50 billion will be needed. Of this sum about $33 billion will be needed for conservation work on cropland to solve problems caused by erosion, excess water, unfavorable soils, or adverse climate. Around $10.5 billion will be needed for conservation measures on pasture and rangeland. About $6 billion will be necessary for establishment or improvement of farm woodland and commercial forests.

If this work were carried out over a 20-year period, the average annual conservation expenditure of $2.5 billion would equal nearly 10 percent of present annual farm operating costs. Such an expenditure would be abo 20 percent of the current net incor from farming.

Current annual investment in co servation work on agricultural la is estimated at $750 million.

Two-thirds of the Nation's sm watersheds need communitywide pr ects to deal with flood and wa management problems. These wat sheds include about half the total la and water area of the 48 contiguc States.

There are more than 12,700 of th creek-size watersheds. About 8,: need project action to deal with pr lems requiring treatment beyond means of individual land owners.

A water disposal problem on farm may be a flood problem to other. Erosion on one farm may t out to be a sediment problem to farm downstream.

Each of these small watersheds cludes the farmland, woodland, grassland from the streambanks the surrounding ridge line. They

Outdoor recreation activities, expected to triple in the next 40 years, will demand more l both public and private, devoted to camping and related uses. Area pictured is in Shosh National Forest, Wyoming.

lude villages and urban areas as well s agricultural land.

Technical and cost-sharing assistnce is provided to State authorized ommunity organizations in develop-g projects through the Watershed rotection and Flood Prevention Act. mall watershed flash floods cause ore than half the Nation's estimated 1.2 billion average annual floodwater nd sediment damage.

Land to Spare

Despite our growing population and creasing demand for farm products, opland acreage is expected to de-ne 3 percent by 1975.

Nearly 240 million acres of land now pasture and woods is physically itable for regular cultivation when eded. There are 637 million acres ltable for regular cultivation (class III). Another 169 million acres are ltable for occasional cultivation th intensive protective measures. Though the U. S. is not land-short, r land use leaves much to be de-ed. For example, in 1958, we were ing 25 million acres for crop produc-n that has been classed as unsuited r this purpose.

In addition, nearly 49 million acres ed for crop production were class . These lands are not suited for cul-ation unless complex conservation asures are applied. It is doubtful ether more than a small part of acreage was receiving such pro-on.

considering agricultural land re-es there are some basic points to in mind:

pulation growth is the most im-nt single factor in determining requirements for land and water rces. The U. S. population, now illion, is expected to reach 230 n by 1976 and 350 million by the 2000.

uirements for water and the de-r outdoor recreational facilities eating new demands. The Out-Recreation Resources Review mission, in a report to the Presi-and Congress on "Outdoor Rec-on for America," says:

Outdoor recreation activity, al-y a major part of American life, triple by the year 2000. . . . ate lands are a very important

part of the supply of outdoor recreation resources."

The Nation is growing more conscious that our renewable natural resources are a heritage beyond price. The willingness of both rural and urban people to assure this heritage for the needs of today and tomorrow is evident on every hand.

There are more than 2,900 locally-managed soil conservation districts. Farmers throughout the land are cooperating in the Agricultural Conservation Program, and some 300 small watershed projects are underway.

Conservation concepts of the 1960's are interrelated. Wise land use has multiple benefits. The farmer who keeps his fields from washing benefits more than himself. He is reducing the silt load that many small watersheds contribute to the Mississippi, the Ohio, and other great rivers.

But he does more than that. Less silt means clearer waters for domestic and agricultural uses, for fishing, and for other outdoor recreation. And good water is essential to many industries.

Productive farm woodlands contribute to local industry and employment.

Good range and pasturelands help sustain our livestock industry, which in turn, contributes so much to our high nutritional standards.

The way we use the land and related resources and the steps to assure their continuing use affects all Americans. A neglected campfire can devastate a watershed. Over-pumping of underground water supplies can turn cropland into a desert.

Insects and diseases continue to take a heavy toll of row crops, field crops, pastures, ranges, woodlands, and forests. Control and eradication of these are also part of conservation.

The very air is part of the conservation picture. Air pollution in metropolitan areas not only threatens the health of people in those areas, it also damages crops in adjacent farming areas.

As envisioned today, land use and conservation is a total job. Each part fits in—the farm pond and the big reservoir, dollars from recreation, and dollars from crops.

The productive capacity of our natural resources and the ability of our farm people to utilize them would make a winning combination in any country.

Our renewable natural resources are one of the great strengths of America. Their care and wise use are essential to the growth of our economy and to backing other free nations.

Guide to Extension's Conservation Responsibilities

The wealth of a nation depends upon natural resources available to it, the determination and resourcefulness of its people, and the efficiency with which people conserve and use resources for the common good. The attitude of government toward resources is a critical factor. Few resources can be considered an individual's exclusive concern. His actions affect the lives of his neighbors and the lives of future generations.

Resource programs require two things that few individuals can give: Continuity over a long period, and full recognition of all the interests involved. For strength and security, our nation needs farsighted action programs in the conservation and development of resources.

Such programs will necessarily have a large element of group action in them. Success will depend on motivating people, involving them in policy-making, and stimulating them to act together for the common good.

Here the Extension Service has a unique opportunity. It can help individuals with their own problems of resource management. It can supply leadership and experience and specialized knowledge for community and regional resource programs. It can also develop a wider appreciation of the economic and recreational values of natural resources among all the men and women and young people it reaches in its other programs. ■

Aims to Benefit All Citizens

by **CHESTER E. SWANK,** Consumer Marketing, Federal Extension Service

REGARDLESS of where he lives—crowded city, spreading suburb, or fertile farmland—every American reaps the benefits of work carried on in the U. S. Department of Agriculture.

From the very beginning, USDA has been "the people's department." And today, 1 out of every 10 USDA employee is primarily assigned to protecting or advancing the consumer's interest.

In signing the act creating USDA, Lincoln spoke of it as "the people's department." Recently Secretary Freeman said, "That phrase is even more appropriate today in many ways than it was in Lincoln's time, for ours truly is the people's department. The services which agriculture performs in food and forestry are of direct and primary benefit to the consumer . . . .

"The Department of Agriculture is concerned with far more than agriculture—even though its primary responsibility is to insure a healthy and productive farming economy as a means of providing an abundance of food and fiber to feed and clothe the nation . . . . The Department of Agriculture carries out more activities which are of direct benefit or indirect service to the consumer than any other department or agency in the federal government."

Freeman also said, "It is about time to begin the organizing and coordinating of the many and varied services which the Department performs for the consumer as a means of first, insuring vigorous action be continued to protect and advance the consumer's interest where the Department is responsible; second, of providing more adequate information to consumers regarding those services they can get and should expect to obtain; and third, of pinpointing the need for additional services at the time the nee arises . . . .

"Over the next 100 years, I su pect that this Department will cor tinue to become an even more famili and integral part of the daily life every American—whether on t farm or in the city—in the services performs and the responsibilities discharges."

The National School Lunch Program and the Special Milk Program serve the double duty of improving national dietary levels and expanding food markets. The Food Stamp plan and other USDA programs are also designed to serve consumers by helping improve diets and making plentiful foods available for good use.

Savings through Efficiency

The people in the United Stat have the highest level of living t world has ever seen. One importa reason for this is the modern far production and marketing whi provides a basic requirement for go health—nutritious, wholesome food plentiful supply at a relatively l price.

Most people of the world spend h or more of their disposable income f food; we spend about a fifth. Th we have more income left for t products of industry, housing, medi care, education, and recreation.

Rapid improvement in technolo and increased efficiency on the fa have resulted in fewer people bei needed on farms to produce our fo This releases workers to produ other goods and services which ha helped raise our standard of living.

This tremendous increase in ef ciency has also resulted in a lower r cost of food to consumers. Prices pa by consumers for all goods and ser ices rose 28 percent from 1947-48 mid-1961. Food prices during the sa period rose only 21 percent.

The relative stability of food pri —compared with other goods a services—actually kept the over cost of living from rising more than did.

Not only can consumers now b their food requirements at a low real cost, but they can also buy t safest, cleanest, most wholesome fo in the world. This has been possi to a large extent through better qu ity measurements and protection food through USDA activities.

Just as consumers can acc pounds and quarts as measures quantity, they can accept terms su as "U. S. Grade A," "U. S. Choic and "U. S. Fancy" as measures quality.

Many people think of USDA research as primarily aimed toward increasing production of agricultural products. Yet research has made it possible to have foods in greater variety, of higher nutritional value, and at lower real costs.

Consumers are constantly receiving the benefits of this research. They can see it in the quality of food they buy.

People have learned to eat more meat, milk, eggs, and vegetables which help to improve their diet. But few realize how much research went into developing good eating quality and good value in new varieties of crops. Taste, appearance, and nutritive qualities are among the many tests that a new variety must pass before it is released for commercial promotion. Researchers have helped farmers find ways of producing, processing, and marketing more of these new and improved foods which consumers want.

The efforts of agricultural scientists, who developed modern refrigeration and transportation methods and techniques, have helped to provide the American consumers with fresh vegetables and fruits year-round.

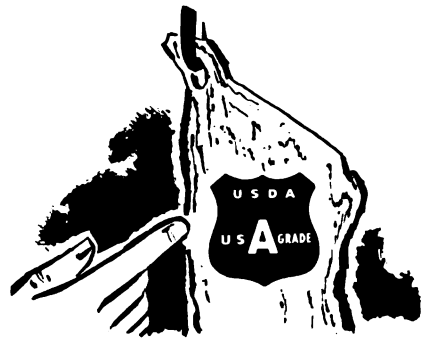
A number of USDA programs are designed to improve national dietary levels and to expand current and future markets for food. Among these are measures to remove temporary surpluses and to help market plentiful foods advantageously.

Donations are made to welfare institutions and to the needy both at home and abroad. The National School Lunch Program, for example, operates in schools having two-thirds of all elementary and secondary school enrollments. This program increases consumption of farm commodities, especially livestock products, fruits, and vegetables. The program provides a lasting influence on national food habits by developing appreciation of a good diet.

Products on Demand

Agricultural scientists, alert to consumers' wishes, are continually coming up with new varieties of food products and methods for processing and packaging them. Their goal is to develop food products which consumers want.

For example, consumers indicated



that they wanted a small, meaty turkey to fit the oven and pocketbook of an average-sized family. In answer, researchers developed the Beltsville small white turkey. Now 1 out of every 5 turkeys grown is a small Beltsville.

Another example is the meat-type hog which was developed to meet consumer demand for leaner pork. The lower fat content in the meat-type hog provides consumers with more protein and fewer calories to fit into modern consumers' food demands.

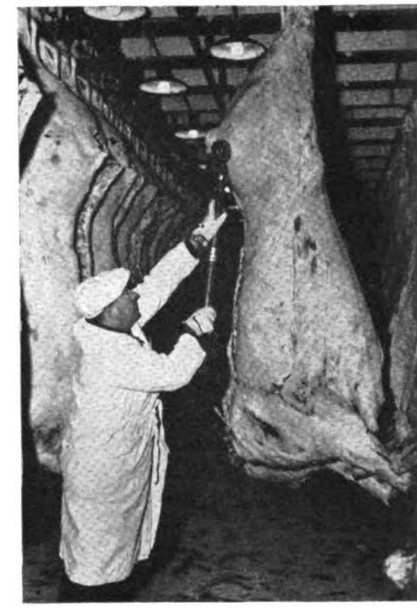
Scientists in the Department are now working to develop beef cattle with more lean, tender beef, dairy cows which will produce more milk with more solids and less fat, and hens that will lay eggs with longer-lasting fresh quality. Frozen French fried sweet potatoes and citrus and vegetable juice powders retaining fresh flavor and aroma are on the way.

Convenience for Consumers

Utilization research of the Department is designed to put science to work for consumers and farmers. The development of convenience foods by the utilization laboratories and other agencies of the Department has resulted in food products which more nearly meet the demand of consumers. In addition to saving time and effort, these products often cost less.

Frozen concentrated orange juice is the result of a highly-organized scientific investigation carried out in USDA. This and other concentrated fruit juices, potato granules, flakes and flakelets, powdered eggs, and cake mixes are examples of foods which have been developed by research in response to consumer demand.

Food scientists of the Department are working on new processes—dehydro-freezing, irradiation, and



Every working day, in all parts of the country, AMS graders (such as this meat grader) are on the job, determining and certifying the quality of the food and fiber Americans consume.

others—which will provide consumers with still better food which is easier to prepare.

USDA chemists have had an important part in developing techniques for the chemical finishing of cotton. These techniques have made cotton flame-proof, water-repellent, resistant to soil and deterioration, and wash-and-wearable. They have facilitated the development of such products as wrinkle-resistant cotton clothes which lighten the homemakers' ironing chore, longer-lasting collars and cuffs on men's wash-and-wear shirts, and longer-lasting drapery material.

Woolens that wash without shrinking and dry without wrinkling are another product of Departmental research benefitting the consumer.

These are only a few examples of the work which is going on in the Department to provide food and fiber which will give consumers the products which they want and can enjoy.

In addition to improved foods and fibers, agricultural scientists have provided us with important products such as the aerosol "bomb," antibiotic streptomycin, and a blood plasma substitute.

(See Consumer Benefits, page 108)

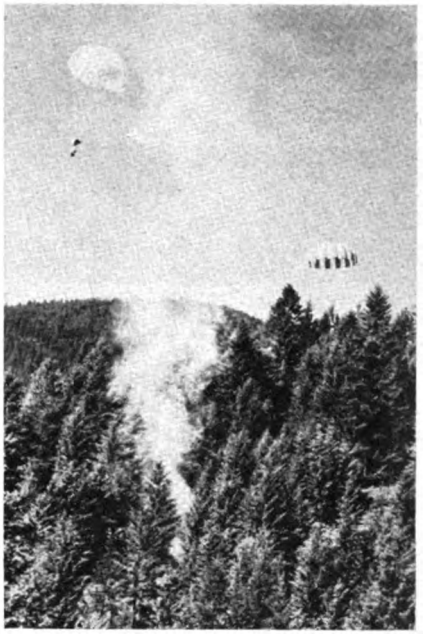
Panorama of USDA Serving America

Monthly estimates of agricultural prices and production of the major crops are prepared behind locked and guarded doors at USDA. These reports provide farmers, processors, marketers, and the public with information on the U. S. agricultural picture.

Extension is one of the biggest users (USDA information, according to the Offi of Information. Publications, photograph films, filmstrips, slides, and exhibits bas on research and field work are written a illustrated in this office for the general pu lic. Between 30 and 40 million copies publications are distributed in a year—4 mi lion through the Cooperative Extension Ser ice. The exhibits service adds depth to i formation materials with 3-dimensional visu aids in 75 ready-to-go shows. About 25 films for free loan are available through 7 State libraries. USDA press releases are se to some 150 correspondents with more th 5.8 million readers while the radio and tel vision service reaches a vast audience.

Snow surveyors check water content of the snowfall in western mountain areas to determine probable runoff in summer and fall. Research findings disclosed that the melt rate of these snowfields could be increased or decreased by applying different substances to the snow surface. This makes the water more readily available when needed and constitutes a major step toward the solution of water shortage problems.

es registered on the trading floor of the Chicago Board of Trade set the pace in the mar-
ng of corn, soybeans, and wheat. Safeguarding the fairness and competition in this trading
he job of the Commodity Exchange Authority.



Fire control is the giant of Forest Service programs promoting good forestry practices. There are now 49 States with 403 million forested acres in the fire control program. Two methods of air attack, developed through USDA research, have contributed dramatically to a decrease in forest acreage burned each year. Parachuting smoke-jumpers near forest fires and dropping retardant solutions from helicopters and air tankers have proved invaluable weapons against forest fires.

National Agricultural Library contains more than a million volumes and receives hundreds publications daily from around the world. All are available to the public free through the al library or county agent. If an individual deals directly, photocopies will be provided cost.

COMMUNITY DEVELOPMENT

Old Idea for New Times

by **E. J. NIEDERFRANK**, Rural Sociologist, Federal Extension Service

We read and hear a lot these days about community development and related programs.

This is good for two reasons. First, rural people today have more community concerns beyond their farms and homes than ever before. Second, problems can best be solved, frequently programs are most effective, when planned and conducted on a community basis with local leadership.

Fundamentally, community development is the means by which people of an area help themselves in identifying and solving local problems, desires, or needs.

Historical Perspective

Both communities and community development are old ideas. People have always lived in some kind of local group, from primitive villages to town-centered trade-area communities.

Emphasis on local enterprise and initiative in the solution of common problems has been traditional in U. S. rural communities. Early settlers were unable to call on outside help, so progress in the development of community facilities came from local efforts, and usually came slowly.

Agriculture societies, farmers associations, church fellowships, and simple local government all helped to look after community problems in the early days. Ruritan clubs, new county producer groups, granges, and farm bureau township units thrived between 1880 and 1930. Such groups worked hard on getting improved country roads, telephone lines, co-op marketing facilities, health clinics, better school houses, and 4-H clubs.

But as rural life became more urbanized and other changes occurred, additional community needs appeared, and along with them, other ways of solving them.

More and more special interest groups began springing up. Community problems were tackled one at a time on a special interest basis, a major feature of rural social organization today.

Such groups became so busy with their own special problems that communitywide concerns became nobody's business. Local government was looked to more and more for solutions to community problems and needs.

Mixed in with this trend, a wave of overall community organization spread through rural America in the 1920's. The community improveme club idea sprang up as a method extension work in West Virginia. Co munity councils to give leadership overall community improvement we promoted in a number of States.

Community Changes

At the same time a lot happened the rural community itself. The co munity included not just the town t the area served by the town.

In more recent years, authorit have talked about the rural comm nity passing out of existence as ru people became assimilated into t larger society around them. More a more contacts and relationships built up by people living over a wi area with larger towns and cities.

A few years ago, Professor MacI of Columbia University gave a sh but meaningful definition of the co munity—"any area of common li He meant an area in which a netw of human relations and contacts b up around some major problems common interest, such as watersh protection or economic developme

The definition catches all types communities, from the local neighb hood and trade-area communities a county, economic area, region, St nation, or even the world.

Theoretically, a person belongs as many communities as there webs of relations in which he is volved. School districts often di from trade, recreation, or taxpay and voting areas. And the area dealing with a specific economic pr lem, such as tourism, resource dev opment or regional industrial dev opment, may involve a still differ area.

This definition also points up basis for applying the concept of co munity development to any situati or program. For in all cases, it is co munity social action of the people the area concerned. Total particip tion is the yardstick, not the size the area.

Expanded and more intensive co munity development programs h come on the scene in recent years.

Today, an intensive program community development through organization of small community i provement clubs is underway acr

he Southern States. Several States ave 300-500 such organized commu-ities. Three States have nearly 1,000 ach, with much extension work hanneled through such organization.

In North Carolina there are over ,000 similarly organized community nprovement associations, federated to county community improvement ssociations, and 10 area associations.

At the same time, improved com-nmity councils, sometimes based on he whole county area, are springing p in other parts of the country. Col-rado Extension is working intensive-on this. In Arkansas, county de-lopment councils are being formed hich embrace extension program lanning, rural areas development, id related development.

New, special organizations to deal ith a particular problem on a county area basis are also increasing. An ample is the Southern Illinois Tour-n Resource Committee.

ntensive work with selected indi-hual communities, often beginning th study groups, is underway in merous States. This may be under e leadership of Cooperative Exten-n, general university extension and ult education, or private agencies. e National Grange and the General deration of Womens Clubs for ex-ple, both have nationwide commu-y improvement contests.

Through the years various govern-ntal programs have also been a ma- factor in community improve-nt: county, State, and Federal aid improved roads and schools; leg-ation for library improvement and blic health services; farm credit grams; extension education, in-ding 4-H; cooperative marketing islation; rural electrification and ephone service; irrigation, drain-, and soil and water conservation grams; production adjustment programs; zoning or land use regulations and many others.

Today special emphasis is being placed on rural areas development, area redevelopment, rural renewal, State economic and industrial development programs, small watershed developments. All these efforts contribute to the well-being of people.

Today more programs and activities relating to community development than ever before are going on across the land, under the leadership of the U. S. Department of Agriculture, as well as other Federal and State agencies. Undoubtedly this will expand in the years ahead, as the problems and concerns of people become more related to developments in the larger socio-economic area, region, and the Nation.

What happens in an area when suburbanization takes over and it begins to bulge at the seams with new people? Kurrs Community in Knox County, Tenn., formed a community improvement council to do something about it. Major emphasis was placed on steps to help assimilate newcomers into the community, and to develop total community cooperation on the study and solution of emerging problems. Night classes for farmers to improve agricultural practices, a health clinic, a farmer's exchange service, and a community center were established.

These newer programs also have given rise to various types of organization. Sometimes a program may be best known by its organization. For example, conservation districts, county stabilization committees, rural areas development committees or advisory councils, and county or regional planning commissions.

A significant angle to all these endeavors is that they have included certain common characteristics:

- Attention to overall concerns or problems of the people of an area—community, county, or region;
- Programs based on study and action by the people themselves—the leadership;
- An overall organization through which to operate; and
- Leadership and technical assistance from outside resources.

A pilot project in Iowa on community development has taken the form of areawide work on economic development and resource adjustment through the formation of an area organization comprised of several counties. It works with the various county extension advisory councils and other groups. State university specialists have assisted in making surveys and providing technology for new or revised programs. Community councils in several other parts of the State have taught by experienced methods of program and leadership development.

What is community development, then? It is the communitywide group action involved in attaining higher incomes and other values. It is the development of the community as an acting group; it is community social action.

Community development involves the growth of a sense of community concern or problem or standard and the organized teamwork to do something about it. This kind of process may apply to the small rural neighborhood, the trade-area community, the county, or the larger socio-economic area or region, depending on the geographic area of common interest. Thus, the social action undertaken by a county or area resource development committee is truly community development; it is people acting as a total community.

Challenge to Extension

Traditionally, extension work has placed emphasis on the individual farm and home. But the major problems facing farm and other rural people today are far more complex than they used to be, transcending far beyond the farm and home. Frequently, they call for the involvement of not only the overall local geographic community but the county and larger socio-economic area as well.

(See Community Development, page 111)

Supporting the World's Largest Agricultural Export Business

by **MRS. AUDREY COOK**, Foreign Agricultural Service, USDA

AMERICAN farmers have a big stake in foreign agricultural trade.

- Production from one out of every six harvested acres in the United States is exported.
- American farmers are exporting about 15 percent of their production; only 8 percent of our Nation's non-agricultural production is exported.
- U. S. farm products exported last year would fill 4,000 cargo ships, or more than a million freight cars.
- The weight of U. S. agricultural exports in 1961 was over 42 million tons—about 4 times the combined weight of every man, woman, and child in the United States.

Big exports like these do not "just happen." They are the result of increased foreign demands.

Some of this increase stems from improved economies and higher standards of living abroad. But positive market development programs and other USDA operations abroad help maintain and spur demand.

The success of these operations—joint government-industry endeavors—shows in the mounting volume and value of farm exports. They have set records for 2 successive years. Exports surged to over $5 billion in 1961 from only $2.8 billion 9 years ago.

Selling U. S. farm products in foreign markets is the world's largest agricultural export business. Through the Foreign Agricultural Service (FAS), a service and promotion agency, USDA helps American farmers, traders, and consumers through three broad types of services:

Foreign market "intelligence"—information about activity in foreign markets;

Programs to increase purcha of U. S. farm products abroad;

Efforts to reduce trade barrie so U. S. farm products can enter fo eign markets more freely.

Global Eyes and Ears

USDA operations abroad depe heavily on FAS's worldwide agricu tural attache service and foreign ma keting specialists.

Stationed at 60 key posts arou the world, attaches and their train foreign assistants forward to Was ington each year the staggering to of 2,000 scheduled reports, 5,000 sp news reports, and 2,500 foreign pu lications.

The attaches—often called t "eyes and ears abroad" of the Ame can farmer—deal with over 230 co modities, from wheat to walnuts, a the economies of over 100 countri

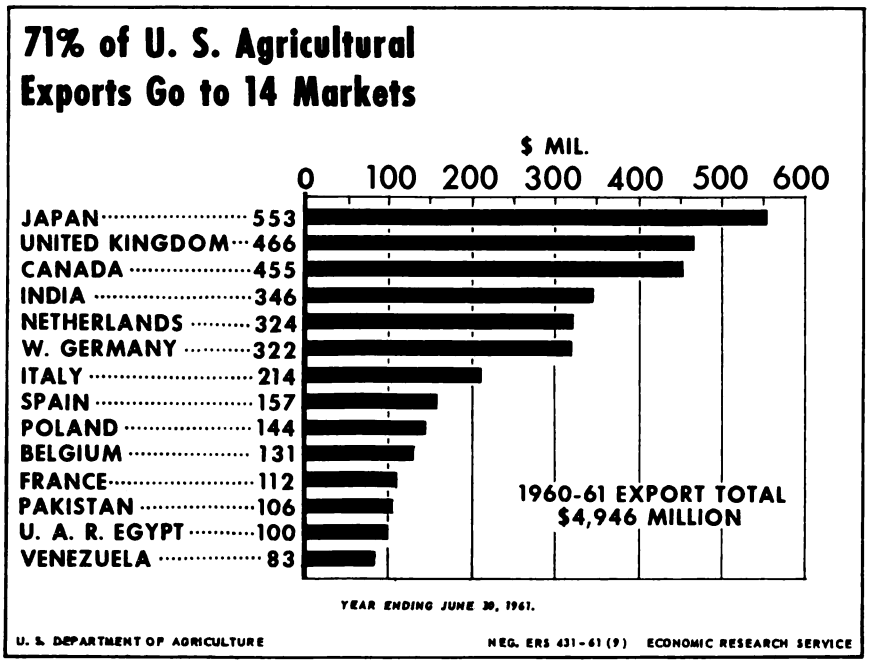
The intelligence network they fo provides a constant flow of facts, n only on global agricultural produ tion, trade, and consumption, but a on weather, political and econon factors, and other foreign data affe ing U. S. agriculture.

Farmers need to know what qua ties in their products are most d sired by foreign customers—t varieties that best meet these r quirements — harvesting, packagi and marketing methods that best f cilitate foreign sales.

For example, foreign millers a concerned with the baking quality wheat; textile manufacturers are i terested in the spinning performa of cotton; cigarette producers ne high-quality tobacco to blend w locally grown varieties. And ma countries prohibit import of pork poultry from areas where hog chol or Newcastle disease exist.

In 1959, Federal and State Coope tive Extension workers inaugura studies abroad to further foreign m keting of U. S. farm products.

This year, 4 extension teams, w a total of 22 public affairs specialis are conducting firsthand studies in countries of Europe, Africa, the M dle East, South Asia, and the Ca bean. Purpose of the studies is to g a better understanding of foreign f and fiber needs, marketing proble



S. pavilion at the main entrance to the Paris Trade Fair, was usually the first stop for visi-rs. On the first Sunday the Fair was open, 7,450 visitors were clocked in a single hour.

ıd background for a successful for-gn trade policy.

Sales for dollars now make up about percent of U. S. farm exports.

A primary job is to help American riculture not only maintain this rel, but expand it. How is this done?

Promotion Programs

"Showcases" abroad: In many parts the world, U. S. foods and fibers e not well known. They must be in-oduced and popularized. U. S. agri-ltural exhibits at international irs, have attracted over 50 million ople since the exhibit program be-n about 8 years ago.

Cooperative projects: USDA is now operating with over 40 U. S. and reign trade and agricultural groups market development projects in ıre than 50 countries. In all promo-nal activities, from mobile exhibits market surveys, USDA works close-with farm and industry groups. ey share financing, manpower, su-vision, and know-how.

Training of foreign nationals: other vital activity, in cooperation h other agencies and land-grant leges, is training foreigners who ne to the U. S. to study agriculture l related fields.

Gaining access to foreign markets: bargoes, tariffs, quota restrictions, l other trade barriers raised by er countries still hamper sales of farm products abroad.

The Department presses for lowering of these barriers by direct, continuing contacts with foreign officials, by participating in such international meetings as those in connection with the General Agreement on Tariffs and Trade (GATT), and by working to protect U. S. agriculture's stake in developments such as "common markets."

For example, countries of the European Common Market (France, West Germany, Italy, Belgium, the Netherlands, and Luxembourg), are taking down the trade walls that have separated them from each other for centuries. This is creating new problems about entry of certain U. S. farm products. That area of Europe accounted for about one-third of our farm exports for dollars in fiscal 1961. Our government's efforts to keep the gates open to that market are highly important to American farmers.

About 30 percent of U. S. agricultural exports move under Public Law 480, known as the Food for Peace program.

Not only does this program support U. S. foreign policy by helping friendly under developed countries, it also aids the economic growth of such countries. This in turn will eventually strengthen demand for U. S. farm products.

Sales for foreign currencies account for most exports under this program. Much of the currencies received in payment are loaned back to the countries for economic development. But a significant amount is used to support our overseas operations—especially market development.

Barter of agricultural products for strategic and other materials produced abroad is carried out under this law also.

Long-term dollar credit is granted under Public Law 480 also. Short-term dollar credit is granted through the CCC credit program to American exporters to facilitate export sales when importers need working capital.

Donations of food and fiber to needy countries is another feature of the Food for Peace program.

There's another side to the international trade coin, as it involves the work of FAS—the import side.

Without imports, the American farmer would have no coffee, tea, or cocoa. His wife's spice cupboard would be bare. His children would have no chewing gum.

FAS serves consumers at home by supplying information on quantity, quality, and availability of farm products that we do not grow commercially and on "supplementary" products, such as sugar and wool, that we do not grow in sufficient quantities or of the desired type.

This consumer service also helps to develop foreign markets because countries that supply our import commodities earn dollars which they use in part to buy our farm products. ■

U. S. tobacco, being inspected by this agricultural attache, will be used to produce Japanese cigarettes. This particular brand contains 25 percent U. S. tobacco.

Rural Economic Assistance Offered for Farm Improvements

Daughter of a Michigan FHA borrower draws clean, fresh water in her remodeled kitchen. Water development loans may be made to individuals or groups of farmers and rural residents.

CREDIT for financing farm improvements is provided through USDA agencies. Loans to individuals for farm expenses and improvements, and loans to organized groups for electric or telephone service are both available.

Farmers Home Administration (FHA) extends to farm families a full line of adequate credit plus technical farm and money management assistance.

This credit supplements what is provided by private banks, production credit associations, and other private and cooperative lenders. No loan is made to an applicant who can obtain adequate credit at reasonable rates and terms from these lenders.

$ Plus Management

Loans are made for livestock and farming equipment and annual operating expenses, including livestock feed, seed, fertilizer, and tractor fuel. FHA also makes loans to buy, develop, and enlarge farms; for irrigation and farmstead water supply systems; and refinancing debts.

In addition, farmers and rural residents in small towns may obtain loans to build new homes or to modernize present homes.

The aim of this supervised credit is to guarantee the future of the family farm by producing better farmers and providing the entire farm family with greater opportunity to develop its ability to manage farm and home resources. This in turn stimulates business activity in neighboring towns. In general it helps farm families and the communities of which they are a part make an important contribution to the strength of the national economy.

In areas crippled by droughts, floods, or other disasters, credit is available to maintain farming operations.

Groups of farmers may obtain credit to develop and improve irrigation and farmstead water supply systems and drainage facilities and to carry out soil conservation.

In small watersheds the agency makes loans to local organizations to assist in paying their share of the cost of watershed development. This includes development and improvement of water supplies for municipal and industrial use.

These loans came from funds appropriated by Congress and funds advanced by private investors. Repayment of the private funds is insured by the Government.

State and local technical panels, consisting of representatives of all USDA agencies, provide technical information and guidance to rural areas development committees.

Supervised credit and credit and employment counsel are provided to low-income farm families in areas where rural communities are tryi to strengthen the economy.

Extending Electric Services

Financing loans for low-cost ele tric service and modern dial tel phone service in rural America is t mission of the Rural Electrificati Administration (REA).

In addition to making loans, RE offers advisory services to borrowe in engineering, accounting, manag ment, and related fields.

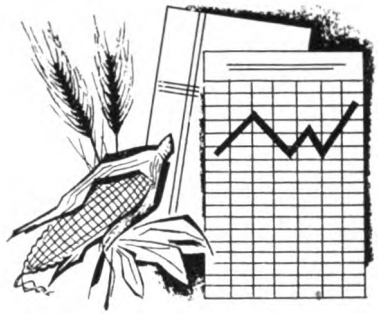
When the agency was created 1935, only 1 in 10 U. S. farms w receiving central station electric ser ice. Since then, REA has approv more than $4.5 billion in electrifica tion loans to build 1½ million mil of line serving 5.5 million rural co sumers.

Today 97 percent of all U. S. farm are electrified. REA's 1,000 electri borrowers, mostly cooperatives, ser slightly more than half these electri fied farms. Nonfarm rural home schools, churches, camps, and busi nesses also seek electric service.

Cooperatives, with which RE works, are generally organized by lo cal farm leaders. These co-ops ar private nonprofit enterprises, owne by their members. Such groups, cov

(See Credit Available, page 109)

eady Statistics for griculture's Future



EORGANIZATION of USDA in 1961 saw the establishment of two agencies emphasizing statistics d economic research. Information these fields is "bread and butter" extension workers.

The Economic Research Service ducts research in four broad as: general economic and statisti- analysis, marketing economics, m economics, and foreign economic lysis.

utlook and Situation reports are ed several times a year from ashington. They are often adapted economists on State staffs.

Other studies deal with such topics : projected needs for farm produc- n; rural health facilities; and eco- mic effects of rural industry, land d water resources, and world food eds.

Farm economics research studies nomies of various production tech- ques; efficiency of production; costs d returns on important types of rms; agricultural financing, taxa- n; zoning; land use; and adjust- nts in production.

Noting Markets

Marketing economic research work eps track of marketing costs and e spread between prices received by mers and those paid by consumers, proved methods of distribution, the ucture of marketing systems, and thods of increasing sales of farm ducts.

oreign agricultural analysis is con- ned with developments affecting eign markets for U. S. farm prod- s. This includes factors such as duction, prices, finance, and gov- ment policies in other nations.

recent report, The World Food dget, analyzed, for the first time, d supplies and needs for each ntry. Monthly and annual reports issued on U. S. agricultural im- ts and exports.

Gathering statistics was one of the primary tasks assigned to USDA 100 years ago. In fact, reporting of agricultural statistics began before the Department was established.

Measuring and reporting the Nation's agricultural production, supplies, and prices is a major responsibility of the Statistical Reporting Service.

Extension workers, farmers, marketing agencies, and the general public are provided with official facts and figures on agriculture—acreage, yield, production, value, numbers of workers, wages, and prices farmers pay and receive. These crop and livestock reports provide farmers an accurate measure of production and harvest conditions, information vital to orderly production and marketing of farm products.

More than 500 reports a year are issued, incorporating data from more than half a million farmers and businessmen who serve as volunteer reporters.

Their harvest of facts is part of the raw material SRS projects into an ever-changing master portrait of agricultural production.

County agricultural agents provide most of the crop observations which are incorporated in the weekly Crop and Weather Report. This is issued by each State office in cooperation with the U. S. Weather Bureau.

The data from volunteer reporters are supplemented by personal interviews and measurement of plots of crops.

The information is assembled by State statisticians in 43 field offices serving all States. In addition to contributing State data to the National reports, these field offices issue reports for their respective States. Many publish statistics by counties.

Farmers, processors, distributors, and many others use the statistical reports in planning production, determining fair prices, planning purchases, and otherwise helping to keep consumers supplied. ■

The Crop Reporting Board meets behind locked and guarded doors to prepare its monthly estimate of production of major crops. The Board includes Federal and State agricultural statisticians.

CONSUMER BENEFITS

(From page 99)

The Cooperative Extension Service is an important link in bringing about the application of research results and other information developed by the Department. While most extension work is of benefit to consumers, home economics work and consumer marketing work relate more directly to them.

Much of the educational work of extension home economics programs is carried on directly with consumers. These programs have made significant contributions toward raising the dietary levels and level-of-living of not only farm families but urban families as well.

Consumer marketing economics programs, part of the total Cooperative Extension marketing program to increase marketing efficiency, have done much to bring about better informed consumers. Through these programs consumers are provided up-to-date, timely, and pertinent information on foods.

More adequate information on consumer demands tends to reduce the cost of introducing new products as it cuts down on the amount of trial and error necessary to provide consumers with the products they want.

In addition to disseminating information from the Department through extension educational programs, Cooperative Extension workers reflect back to the researchers in the Department problems needing attention.

It is important that consumers recognize and understand the benefits they receive from the research and educational programs of USDA and the Land-Grant System. ■

Potato flakes are one of many new products and byproducts discovered by ARS researchers which are improving the level of living for U. S. homemakers.

100 YEARS

(From page 91)

years increasing attention was given by leaders toward improving American agriculture. Washington and Jefferson and others both practiced and advocated better systems of agriculture.

Alfred Charles True in his "History of Agricultural Experimentation and Research in the United States, 1607-1925" said: "About 1760 George Washington began to study agricultural problems systematically and to make experiments with a view to determining what was best to do on his lands at Mount Vernon and vicinity. He sent abroad for books on agriculture and carefully read whatever he received. . . . He was especially interested in the conservation and improvement of soils. In the absence of commercial fertilizers he made many experiments with manures, marl, gypsum, a variety of green manures, and deep plowing."

This quest for agricultural knowledge on the part of Washington, Jefferson, the agricultural societies, and other innovators added impetus to agricultural progress in the decades that followed.

The conquest of tick fever of cattle, for example, resulted in eventual conquest of many insect-borne diseases. Work on cattle fever began in the 1880's.

In 1889 researchers from the Department's Bureau of Animal Industry found that ticks transmitted the fever. Then the campaign began to eradicate ticks and, through quarantine, to restrict the movement of infected cattle.

By 1954, the U. S. was virtually free of cattle ticks. And the knowledge that diseases could be transmitted by insects had long since freed many parts of the world of such scourges as yellow fever and malaria.

It is one thing to make a discovery and another to see that it is put i use. For example, USDA scient developed the "cultural" remedy control boll weevils a few years a the pest entered the country in 1

The control plan was simpl method of growing cotton so it wo mature before the boll weevil co destroy it. But few farmers adopted the plan by 1902.

That year, Secretary of Agricult James Wilson adopted a plan, dev oped by the Bureau of Entomol and the Bureau of Plant Indust for tackling the problem. One proach—taking the latest meth directly to cotton planters—was signed to Seaman A. Knapp of Bureau of Plant Industry.

Demonstration Work Begun

Long experience in agriculture, State colleges, and private land velopment had convinced Knapp t farmers could be persuaded of value of change through demonst tions. These living examples w best carried on by farmers on th own farms, under ordinary con tions.

Knapp put his plan into effect n Terrell, Tex., with the help of lo businessmen and farmers. It was successful that several field age were employed to expand the wor

In November, 1906, the first cou agent, W. C. Stallings, was appoin in Smith County, Tex. In 1910, de onstration work was carried on 455 counties in 12 southern State

By that time, boys' and girls' c work and home demonstration w had become part of the progr Demonstration or county agent w was also developing in north States, under the leadership of USDA Office of Farm Management cooperation with business groups State agricultural colleges.

The work of county agents support of organizations led to wi spread interest in Federal aid. Th dore Roosevelt's Country Life Co mission drew national attention the educational needs of farm peo

The agricultural college associat drafted the first bill, which was troduced in 1908. The Smith-L Act for cooperative extension w was approved May 8, 1914.

World War I gave a new urgency to agricultural research and education. Food distribution was handled by a war agency, the Food Administration. However, production was USDA's responsibility.

The Food Production Act in 1917 provided for aid in supplying seed, further development of the Cooperative Extension Service, and other activities to encourage food production. County agents became deeply involved in helping farmers secure labor, seed, fertilizer, and other production needs. They were also encouraging the adoption of new and improved methods.

Food helped win the war, but agriculture suffered a depression. In 1929 Congress passed the Agricultural Marketing Act, establishing the Federal Farm Board. This was followed by the Agricultural Adjustment Act of 1933, the Soil Conservation and Domestic Allotment Act of 1936, and the Agricultural Adjustment Act of 1938 — all attempting to help the farmer obtain better prices.

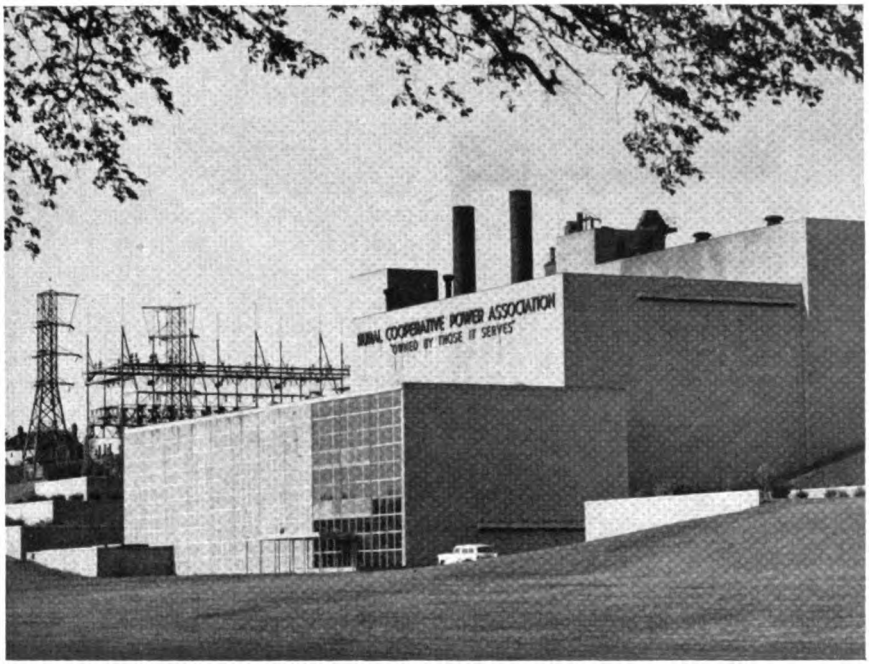
County agents, particularly after 1933, took an active part in explaining these programs, and, in some cases, carrying them out. They also had major educational jobs in connection with soil conservation, crop insurance, rural electrification, and other programs.

World War II made new demands on America's farmers, USDA, and state colleges. The demand for farm products seemed unlimited.

Widespread Progress

At the same time, farm prices increased enough to permit farmers to modernize production. An unprecedented increase in agricultural output resulted from widespread progress in mechanization; greater use of lime and fertilizer, cover crops, and other conservation practices; use of improved varieties; better balanced livestock feeding; and more effective insect and disease control.

These new methods had developed through research over a period of years; county agents took them to farmers. In addition, county agents had important responsibilities for farm labor and for helping farmers increase production.



REA-financed generating plant at Elk River, Minn., produces power for member co-ops.

The Korean War brought, on a smaller scale, some of the same problems. American farmers responded again. Advanced techniques, developed by the Department and the State colleges, brought new advances in productivity.

The 10 years since the Korean War have seen an acceleration in productive efficiency on U. S. farms. The American farmer, with the help of USDA and the colleges, has become one of the most efficient, productive parts of the American economy.

In the 100 years since the establishment of the Department of Agriculture, the American farmer has banished the fear of famine from the U. S. scene. He has freed human and other resources for the demands of trade and industry, thus helping make the U. S. a great nation.

In 1860, one farm worker supplied the farm products needed by 4½ people. In 1950, one farmer supplied 15 people, in 1960 one could supply 26.

The vision of Washington, Jefferson, Lincoln, and Newton has been achieved beyond hopes. Today, the Department stands ready, alongside the American farmer, to meet the challenges of the next 100 years. ■

CREDIT AVAILABLE

(From page 106)

ering wide areas, have made it possible to extend electric service even to remote areas.

REA-financed cooperatives have proved such sound ventures that the rural electrification credit record is practically perfect. In 1961 REA received its billionth dollar in repayment of principal and also marked receipt of $500 million dollars in interest since the program began.

Today there are more than 500 different uses for electricity around the farm and home. And more are being added daily. Consumption of electric energy on REA-financed lines doubles about every 7 years.

In 1949 Congress gave REA new lending authority — to improve and extend telephone service in rural areas. Since then, the agency has approved $856 million in loans to both commercial telephone companies and nonprofit cooperatives.

These loans are enabling the systems to extend modern dial service to more than 1.5 million rural subscribers. By January 1, 1962 nearly 3,000 REA-financed dial exchanges had been placed in operation. ■

A USDA scientist at Beltsville uses the electrophoretic apparatus to analyze blood proteins. These are basic nutrition studies with laboratory animals which will lead to a better understanding of human nutrition.

RESEARCH PROGRESS

(From page 93)

ucts to make them more desirable for different uses. We try to find new products that can be grown on the farm and new uses for farm wastes and residues.

New Uses Found

Out of this work have come such important contributions to mankind as the commercial production of penicillin, other valuable medicines and antibiotics, and even a substitute for blood plasma. Fruit juice concentrates, dehydrated foods, flame and wrinkle-resistant cottons are also products of utilization research.

Each year, about 59 million bushels of cereal products go into such materials as plasticizers, packaging films, and fibers. On the basis of products now being developed in our research laboratories, we know that some 140 million bushels of cereals could be required each year to supply these industrial needs.

This type of research has added an estimated $2.5 billion to the value of major farm commodities over the past 20 years.

Agricultural research is also concerned with human nutrition and the consumer use of farm products. The first agricultural bulletin giving information about the composition of American foods was published in 1894. The Department provided the first simple daily food guide in 1941.

Just last year our scientists reported that the kind of carbohydrate in the diet affects the way the body uses fat and the level of cholesterol in the blood. As this work is continued our nutritionists will seek more answers on the relationship of fats to the functions of the circulatory system and other problems in human nutrition.

The oldest food law now administered by USDA is the Meat Inspection Act of 1906. It assures consumers a continuing supply of wholesome meat food products. Today there are more than 3,000 veterinarians and trained meat inspectors stationed in almost 1,500 meat-packing plants throughout the country. Each working day, these ARS inspectors keep 1 million pounds of unfit meat from U. S. consumers.

* * * * * * * *

Agricultural Research Service plant quarantine inspectors, stationed at border stations and ports of entry, intercept a plant pest every 20 minutes.

* * * * * * * *

In all these ways, agricultural research is working for every man, woman, and child in the Nation. We can all be proud of the accomplishments in the past. But we must expect even greater and faster progress to find satisfactory solutions for problems yet unsolved. ■

EDUCATION'S CHALLENGE

(From page 94)

build industrial and scientific power;

- Provided a standard of living unequaled in the world;
- Provided food and fiber as a powerful weapon in international conflict and in the Food for Peace program.

Rural people have been dedicated to the spirit of freedom and independence that is basic to our national posture. They have injected a flow of ambitious and industrious youth into the arteries of urban life.

The educational programs of USD and its sister organizations in th States, closely meshed with researcl are generally recognized to hav played a vital role in these contribu tions to the strength of our Natio And the opportunities in the futu appear even greater.

We cannot foresee all the problen and opportunities that lie ahead f rural Americans. Nor can we fores all the impacts their decisions wi have on our agriculture, rural commu nities, Nation, or the world. But w can see some problems and opportun ties that lie in the immediate futu and we can see relationships betwe these and the USDA educational r sponsibilities.

Developments in View

The rural economy must be so d veloped that:

- Production of food and fiber more nearly in balance with deman
- Farm families share more equ tably in the fruits of our economy;
- Greater economic opportunity provided for people in rural areas;
- Scarce land and water resourc are conserved and developed for f ture generations, yet used profitab to provide for a variety of needs tod (including recreational and esthe needs).

In solving these problems some pe ple will substantially change th farm organization; some will devel new skills and take up new jobs; n marketing systems may be devise new institutions will be developed.

There will be much new knowled to be developed, understood, and a plied. There will be great need for t kind of imagination, initiative, f novation, and risk taking character tic of rural America.

Rural people must so develop th communities, physically and insti tionally, to serve the future needs their changing rural population. some cases, the rural population m be reduced; in other cases it is s to be expanded. In all cases the co munity will be expanded in terms geography and interests.

Rural people must be prepared help their youth find, prepare for, a fulfill their proper role in tomorro world.

New relationships will be developed etween the farm people controlling ınd and water resources and the rban and suburban populations de-ending on those resources.

To lead and participate in this de-elopment, rural people will need re-earch, demonstration, and other edu-ıtional experiences. In fact, the ex-erience of working together through ıese ventures will, in itself, be a no-ıble education.

Perhaps the greatest opportunity ıd challenge for rural Americans is learn how to give away their great-t assets while preserving them for ıeir descendants. That is, to give to ıe people of emerging countries ıe American ability to produce a igh standard of living and the phi-ıophy of independence, freedom, and sponsibility on which it is based. ıccess in this may be most important insuring the continuation of Amer-an institutions.

Greater Educational Services

As rural people face these chal-nges in the future, USDA has a re-onsibility to continue to aid them th research and educational serv-es.

All USDA agencies will share in is educational job ahead. But we in e Cooperative Extension Service ve a special responsibility to pro-le educational leadership. And we ve other needed and valuable part-rs in the farm organizations, press, dio, television, firms serving agri-lture, and a variety of State and al agencies.

Our challenge of the second cen-ry is even greater than the first. ■

OMMUNITY EVELOPMENT

rom page 103)

Change in the direction of local ag-ulture developments and relation-ps with agri-business; need for re income sources; how to obtain ger investments in human resource velopment to encourage adjustment people to new job opportunities; d for better understanding of pub-issues and the situations giving rise them; adjustments in community vices to rapidly expanding subur-ı situations or in declining commu-nities; changes in marketing patterns and systems; community factors affecting youth development — these and other problems call for extension work based on the community development process as applied to overall community, county, area, or multicounty situations.

Extension's fundamental objective in such work is development of the ability of the people to identify, analyze, and solve such community type problems leading to the improvement of incomes, community conditions, and family life. And all of this is community development.

A report from Georgia says that the most significant achievement from community development there is the strengthening of motivation and leadership among the people.

Already Extension has made much progress along this line. The door is open; the need is there; the challenge is before us—to continually improve what we are doing and make it more widespread until it pervades the extension work of every county.

The Scope Report of 1958 gives us support for providing more educational leadership in community development as well as do the newer programs in economic development resource adjustment. But even more so do the problems of our people on farms and in towns everywhere. It is to these that extension staff members feel the call. Because we are dedicated first and most of all to serving the people to the fullest extent. ■

STABILIZATION

(From page 95)

vested in trying to produce those crops.

For many farmers in that area, the Federal "All-Risk" Crop Insurance program was a "life-saving" step toward economic stability. From $6 to $8 million in indemnities were to be paid to North Dakota farmer-policyholders alone.

With the exception of tree crops and some specialty crops, the insurance covers essentially all production risks. It includes losses due to weather, insects, and disease (when unavoidable).

Quantity and quality of production are guaranteed—not the full amount of production expected. It generally covers the equivalent of the major part of the farmer's investment in the crop.

The system is growing gradually. But there will be crop insurance for 1962 in about 1,000 counties with insurance on 17 different crops.

Wheat insurance, the largest, will be available in 539 counties. Other crops, in somewhat descending order of size, are: corn, tobacco, cotton, soybeans, barley, flax, dry beans, oats, grain sorghums, citrus fruit, rice, raisins, peaches, peanuts, potatoes, and canning peas.

Insurance was extended to 100 new counties this year—the maximum permitted. ■

The Agricultural Conservation Program, operating since 1936, annually shares with about a million farmers the cost of conserving and protecting the vital soil, water, woodland, and wildlife resources of individual farms. County ASCS committees are composed of farmers elected by their neighbors.

UNITED STATES
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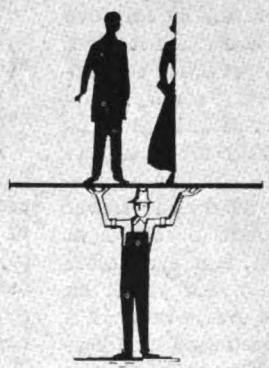
OFFICIAL BUSINESS

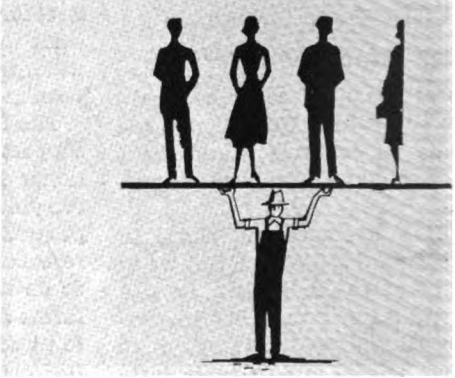
AMERICA'S GREATEST SUCCESS STORY ☆ THE STORY OF AGRICULTURE

Fewer Farmworkers Supply More People

= 3 PERSONS

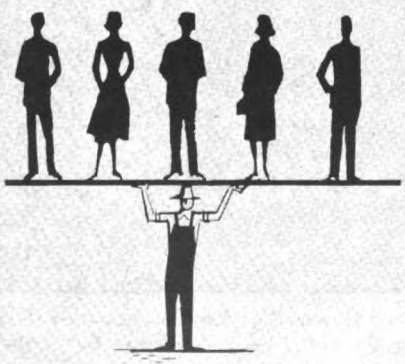


1860
4½ PERSONS

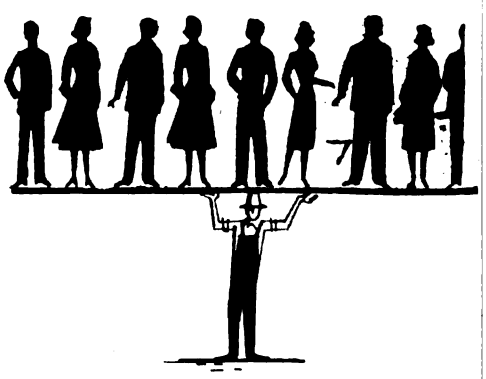


1940
10½ PERSONS

1950
15 PERSONS



1960
26 PERSONS



EXTENSION SERVICE Review

JUNE 1962

FEDERAL-STATES RELATIONS AND THE COOPERATIVE EXTENSION SERVICE

EXTENSION SERVICE Review

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

The Extension Service Review is for Extension educato —in County, State, and Federal Extension agencies—w work directly or indirectly to help people learn how to use t newest findings in agriculture and home economics resear to bring about a more abundant life for themselves and the communities.

The Review offers the Extension worker, in his role of ed cational leader, professional guideposts, new routes, and too for speedier, more successful endeavor. Through this exchan of methods, tried and found successful by Extension agen the Review serves as a source of ideas and useful informati on how to reach people and thus help them utilize more ful their own resources, to farm more efficiently, and to make t home and community a better place to live.

Vol. 33 **June 1962** **No.**

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IN THIS ISSUE

EAR TO THE GROUND

Some five years ago one issue of the Review was devoted to spelling out the Cooperative Extension Service as an organization. That issue became something of a standard reference. But the time has come for an up-to-date version on the unique Federal-State-County partnership that is the Cooperative Extension Service. This we present to you in this issue.

Each article interprets some important aspect of Extension's Federal, State, and County relationships.

From an organizational standpoint Extension is highly decentralized. The casual observer might assume that it is a loose association of individual educational units held together by good will. But there are basic areas of understanding between the U. S. Department of Agriculture and the respective land-grant institutions. As pointed out by FES Administrator E. T. York, "The agreement (back cover) defines each partner's responsibility, as well as their joint obligations."

And there is basic understanding between counties and colleges. This too, is described in general terms by noted Extension administrators speaking from their experience and obs vations.

This total educational commun is further reinforced by its ties to t Association of State Universities a Land-Grant Colleges. The Assoc tion, also a cooperative organizati "provides the mechanism that enab these institutions to work closely wi each other, the U. S. Department Agriculture, and other Federal age cies." Authors Russell Thackrey a Christian Arnold describe the Asso ation and its operations in furth detail.

Extension's ability to carry out responsibilities in the counties, t States, and nationally is a tribute the soundness of its organizatio structure. New opportunities lie in t fuller understanding of our organi tion and its potentials.

We hope that this issue of the R view will not only be informative b also inspiring.

Next month's issue is called Who saling Extension Work. It will cen on how Extension workers "wholesaling knowledge" by worki through other groups and organi tions.—WAL

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.

Extension's Role as the Educational Arm of USDA

by ORVILLE L. FREEMAN, Secretary of Agriculture

The educational responsibility of the Department is a big and important one. In this rapidly changing society of ours—and when the actions and responses of people throughout the world are so closely tied to our own well being—there is an unquenchable need for knowledge and understanding.

Within the Department, the Extension Service carries major responsibility for educational activities. During the past 50 years, Extension has been a most effective interpreter of research and a retailer of scientific information to those who could make use of it. Extension has carried out a program of continuing education directed largely at helping people solve specific problems or adjust to immediate circumstances.

These activities have contributed greatly to the efficiency and productivity of agriculture and must be continued. But a much bigger job—a much broader role—is developing for Extension if it is to serve America best effectively in the future.

Need for Understanding

The urgent need for economic, social and structural readjustments in agriculture are obvious. But such social and economic adjustments can come about only through public understanding of the problems and various alternatives.

The Cooperative Extension Service could logically carry major responsibility for the educational task this involves. It is a job of presenting facts and alternatives, and promoting free discussion among both farm and nonfarm people so they can make sound decisions on policy in a democratic manner. Extension is uniquely equipped to handle this type of objective educational work.

Broad Department programs, such as Rural Areas Development, require a comprehensive educational effort. People must understand these programs if they are to intelligently decide how such programs can be of most help to them.

Agency programs must be understood too. Extension has a responsibility here. Guidelines set forth in the "Extension Service Charter" in 1942 are still applicable today. ". . . the Extension Service is responsible for all group or general educational work essential to a fundamental understanding of all action programs . . . it should see to it that no farmer or farm woman in America is left in the dark as to the why and how of all public effort affecting rural welfare."

Coordination Desirable

The "charter" further states that the various action agencies will work primarily with individuals and deal in program specifics necessary to the conduct of their programs. And it adds, "It is imperative that the broad educational effort of Extension and the specialized educational work of each action agency be well coordinated as a truly cooperative enterprise."

Statements from another important document—the Joint Committee Report on Extension Programs, Policies and Goals—also bear on the subject at hand. In its report in 1948, the committee, made up of representatives of the Department and the land-grant colleges, re-affirmed the desirability of Extension's handling all general educational programs of the Department.

On the other hand, the committee recognized that the Department "has responsibilities placed on it by the Congress which go beyond education. These include research . . . and the various operational-type programs . . . which require a certain amount of informational and educational work and which constitute such an integral part of the program operations that they can not be practically separated."

In further amplification, the committee reported: "Even in connection with such programs there are general educational functions of a supporting nature which should be the responsibility of the Cooperative Extension Service. If, however, any State Extension Service is unable or unwilling to meet its responsibility for such work, the Department is not relieved of its responsibility, under its mandate from Congress, for seeing that

(See Educational Arm, page 123)

A UNIQUE EDUCATIONAL PARTNERSHI

by E. T. YORK, JR., Administrator, Federal Extension Service

To acquire and diffuse among the people of the United States useful information on subjects connected with agriculture." Thus Congress spelled out a principal duty of the Department of Agriculture in legislation signed just 100 years ago by President Lincoln.

It was no coincidence that almost identical language was used some 52 years later in the Smith-Lever Act which authorized establishment of the Cooperative Extension Service. Extension's job was prescribed as: *"to aid in diffusing among the people of the United States useful and practical information on subjects relating to agriculture and home economics."*

The Department and all land-grant colleges conducted extension-type activities long before 1914. But there was little coordination of these efforts. Greater efficiency and effectiveness thus were prime interests of the leaders advocating a single extension service.

With passage of this act, the Department of Agriculture gave to Extension the responsibility to "aid in diffusing" agricultural information. In effect, the Department transferred work which it had carried on directly with farmers to a new agency which was to operate cooperatively with the States.

Legal Basis for Cooperation

Questions arose early on how the law was to be administered and on the responsibilities of each institution. So, within 6 months of passage of the Smith-Lever Act, the Land-Grant Association and the Department drafted a "Memorandum of Understanding." This same memorandum, with slight revisions, still provides the legal basis for cooperation.

The agreement defines each partner's responsibility, as well as their joint obligations. It provides that the college shall organize and maintain a definite and distinct administrative division for the management and conduct of extension work in agriculture and home economics. And it also provides that a director shall be selected by the institution and be satisfactory to the Department.

Further, the memorandum states that all extension funds, regardless of source, shall be administered through this division. Each college agrees to cooperate with USDA in all agricultural and home economics extension work conducted in the State.

For its part, the Department agrees to maintain a central administrative unit (Federal Extension Service) for carrying out provisions of the Smith-Lever Act. FES, under the direction of the Secretary of Agriculture, is charged with primary responsibility and leadership in all educational programs of the Department, plus coordination of all educational phases of other Department programs. It serves as liaison between USDA and the colleges on matters relating to cooperative extension work.

The Department further agrees that all extension work in agriculture and home economics shall be conducted through the land-grant colleges. Activities which by mutual agreement can most appropriately and effectively be carried out by the Department are excepted.

Together, the two institutions agree that, with the approval of the president of the university and the Secretary of Agriculture, all extension work involving the use of federal funds shall be planned under the joint supervision of the State director and the FES administrator.

They further agree: that all State and county personnel appointed by the Department are joint representatives of both institutions; that the cooperative effort will be designated on all printed matter used in connection with extension work.

Role of FES

Within this legal framework, the Federal Extension Service has three major responsibilities:

- Administration of Federal laws and regulations involving cooperative extension work
- Serving as the educational arm of the Department of Agriculture
- Assisting State extension services in program development and implementation

Administrative duties include allocation of funds as provided by law; review and approval of State extension budgets, project agreements and plans of work; audit of State fiscal and administrative procedures to insure that Federal funds are spent according to law; administer general legislation, rules and regulations dealing with employees, retirement, compensation, insurance, use of the penalty mailing privilege, occupancy of Federal office space, and similar matters.

FES presents information to the Secretary of Agriculture, Bureau of the Budget, and committees of Congress on the current situation, pro-

(See Unique Partnership, page 133)

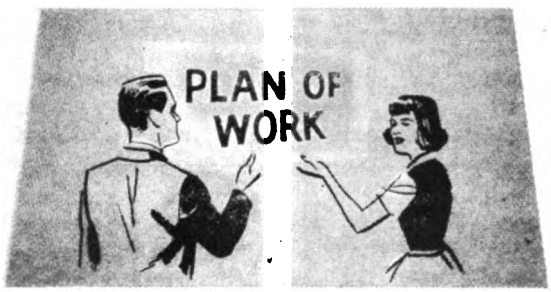
COOPERATIVE EXTENSION RESPONSIBILITIES

Federal Extension Service

1. Review and approve State plans of work and budgets.
2. Advise Department, Budget Bureau, and the Congress on Federal finances needed to carry out total program.
3. Serve as educational arm of USDA.
4. Provide counsel, guidance, and leadership to States.

State Extension Services

1. Provide information needed for county program development.
2. Review county programs to determine county, State, and Federal funds needed for total State program.
3. Consult with State leadership in building State program.
4. Determine assistance needed from Federal staff in program development and execution.



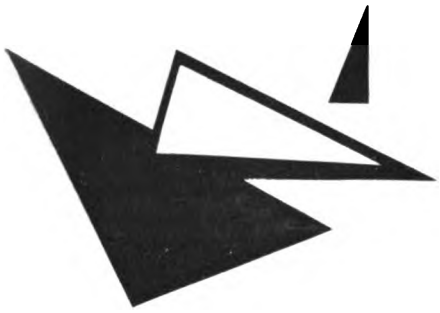
County Extension Services

1. Formulate plans of work for carrying out county program.
2. Assist in the preparation of county budget needs.
3. Execute county program with assistance of State staff.

County and Community Program Advisory Committees

Committees work with agents to:

1. Analyze situations and conditions affecting agriculture and family living.
2. Determine priority problems and yearly goals.
3. Develop long-range county programs.
4. Recommend county staff needs.



The State Extension and Its Partners

by J. B. CLAAR, Associate Director of Extension, Illinois

NECESSITY is the mother of invention, they say. And one might also say that, in response to a need, the Cooperative Extension Service, a native U. S. invention, was created in 1914.

As its name implies, CES is a truly cooperative venture. In fact, it is a joint undertaking between the Federal, State, and local governments, and a great many local people. These people not only help to finance the program, but lend their time and talents to developing and carrying it forward.

The Cooperative Extension Service is at the same time a part of two great research and educational institutions, the U. S. Department of Agriculture and the various land-grant colleges. Both are celebrating their 100th year of service in 1962.

The Extension Service, however, can look back on only 50 years of formal history. I say formal, because both parent institutions engaged in informal extension work before 1914. Prior to that date, the responsibility of USDA for food and fiber production had resulted in several agents being set up in various parts of the country. And the land-grant colleges, with their tradition of concern for the education of all, had also established off-campus education.

Federal-State Cooperation

The Smith-Lever Act ingeniously combined efforts of these two institutions to promote an aggressive educational program in agriculture, home economics, and related subjects. It is significant in this development that the Department of Agriculture foreswore its responsibilities for direct education and agreed to discharge them through the Cooperative Extension Service.

This is clearly stated in the memoranda of understanding between the USDA and the various land-grant institutions. Each memorandum states that the USDA agrees to conduct through the land-grant institution all extension work in agriculture, home economics, and subjects relating thereto, unless by mutual agreement they could be more effectively done directly by USDA.

To facilitate cooperation, the annual plans of work required by the Smith-Lever law are jointly approved by the two institutions. The responsibility for initiating the plan rests with the director of the Cooperative Extension Service in each land-grant institution. Similarly, reports called for by the law are developed in the land-grant institutions and approved by the administrator of the Federal Extension Service, to whom all administrative contact is delegated by the Department of Agriculture.

This brief history of the relationship between the land-grant colleges and the Federal government is essential for understanding the program and how it has been developed locally throughout its 50-year history. All Federal-State procedures and documents, even stationery and publications, provides for cooperation between these two institutions.

Extension personnel jointly represent USDA and the land-grant institution. Each holds an appointment without compensation in the Department of Agriculture. As such, he eligible for various fringe benef such as federal civil service and tirement benefits.

Federal funds are made availa to each State on a formula basis ter the Federal administrator proves its plan of work. All s funds and personnel are administe by the land-grant college, subject the approval of an Extension bud and an annual audit by the Fede Extension Service.

Organizational Aspects

The success over the years of cooperative effort between the F eral government and the Cooperat Extension Service in an educatio program is no accident. Althou the organizational structure appe complex, it reflects three basic pr ciples.

First, it permits a maxim amount of decision-making close the point of action, but with pro sions for maintaining the basic pa nership aspects.

Second, it provides for separat between action and educational p grams. This permits freedom fr undue influence by political or ve ed interests. At the same time, keeps extension personnel close to action groups and organizations.

The Cooperative Extension Serv has a clear-cut responsibility to flect the educational interests USDA, and to inform all pers about its divisions, their progra and research findings. Its task is help explain and analyze the vari action programs.

A third important aspect of the rganizational structure is that ex-nsion workers are staff members of ie land-grant institution. Through lis association they have access to ie university's reservoir of knowl-ge and have a constant stimulus r professional development.

An important result of this organ-ation is that it gives Extension un-ual acceptance by a great many oups and agencies. This acceptance ovides a broad base of support om these groups, and access to a de range of interests and abilities at Extension can bring to bear on ecific problems.

This framework of broad Federal gislation followed by State legis-don has provided an enduring basis effective Federal-State relations. In addition to this formal coopera-n, another equally significant ea of cooperation exists between e Federal Extension Service and e State Cooperative Extension rvices. This takes the form of lead-hip by the Federal Extension vice in many administrative and gram matters, as well as mutual pport of the two units toward mmon objectives.

Local Cooperation

The second principal area of co-ration is between the land-grant itutions and the various counties. eral legislation requires that Fed-l funds be matched in the various tes. It strongly implies that con-utions from counties should be le available, as well as funds from State legislature.

In keeping with this philosophy, most States have legislation which either permits or requires county governments to contribute to the support of the county extension program.

Although the relationships differ in various States, some county extension organization in each State has the responsibility for working with county extension personnel to develop and carry forward extension programs. They also work with the State director of Extension in administering the county program.

Such cooperative program planning has helped keep the program oriented to important needs of the people. This recognition of the principle of involvement has enhanced the active participation and interest of local people in the program.

Local interest manifests itself in many ways. One beneficial result is that each county program is considered a local program. Thousands of local leaders throughout the country take part in program development and help to carry out the program. Thus, the county program has sustained support by local people.

This makes the Cooperative Extension program truly a cooperative effort. It is sustained on the one hand by the interest of the Federal government and the State land-grant institution in extending practical knowledge, oriented to the problems of local people. On the other hand, it is served by the people who themselves receive the benefits of the program. This tripartite organization is important to the success of Cooperative Extension.

The organization is financed by all levels. Each segment has rather specific responsibilities, but each has an effective voice in the various aspects of the cooperative effort.

Such cooperative effort calls for mutual respect on the part of the cooperating partners. Some people have felt that the administration is too complex to operate smoothly over time. But history has proved this prediction wrong. Extension's great mission is dedicated to improving individual communities and the nation through educational techniques designed to bring them practical, problem-solving information. This cooperative effort has contributed greatly to the goals of society through a half-century of service.

Living Up to History

Students of adult education often credit the Cooperative Extension Service for being the largest, most effective example of adult education in America. Others point to the effective educational programs with youth through 4-H club work.

The educational demands of the future are great. Interest in the educational out-reach of the land-grant colleges and universities was never so great as it is today. Through maintaining these basic principles and through dedication to the people of the country, these three partners in cooperative extension work have a tremendous opportunity to be of further service to the people and to the Nation in meeting the expanding educational needs of society in the years ahead. ■

Link with the Local People

by B. H. TRIERWEILER, President, National Association of County Agricultural Agents, and Goshen County Agricultural Agent, Wyoming

I LIKE to think of our great service to education — the Cooperative Extension Service — as a triangle. Each side is vital to the well being of agriculture, the home, their adjustments and changes. Without any one leg, the triangle would collapse—the three must unite to make the whole.

Forward-thinking men in 1914 recognized that both the U. S. Department of Agriculture and State universities possessed vast amounts of information which needed to be disseminated to the people in readily understandable and applicable form. Their move to accomplish this took the form of organization of the Cooperative Extension Service.

This year, as USDA and the land-grant colleges and State universities celebrate their Centennials, Extension can look back on nearly 50 years of success in extending information from these agencies to those who need and want it.

Extension is known as: the educational arm of USDA; the field office of the State universities; and the fountainhead of agricultural, home economics, and related information.

Acting in these three capacities, the Extension Service provides educational and organizational leadership for helping people to recognize their problems, plan for their solution, and work toward the accomplishment of their own goals and objectives, based on resources and alternatives.

But a program of interest and benefit to the people must be planned and carried out by the people.

To provide the framework for these activities, county governing bodies enter into agreements with the State Extension Services of the land-grant colleges or State universities for the employment of county extension agents. These agents work directly with adults and youth to help them make their homes, communities, counties better places in which to work and live.

The agents have available the resources of USDA, the State university, and their own extension State specialists.

Key to the success of the local county programs are the local advisory committees in agriculture, homemaking, and youth work. These committees of local people help cover area needs and devise progr to meet them.

The success or effectiveness of program depends on the initiat training, and ability of the cou staff. They must assume the lea involvement of people to study analyze the problems and situati that require educational program

County extension agents dep heavily on the strong support of source people available to them— source people who make up the o two legs of the Extension "triangle.

Working with County Groups

by S. L. NEAL, Lamar County Agricultural Agent, Texas

AIMING to reach and serve as many people as possible, we in Lamar County have found it imperative to organize and work through groups. Our experiences have met favor throughout the county and it seems a logical and easy method of working.

Our best approach seems to be operating through commodity, special interest, and standard organization groups. As in many counties, several agricultural agencies function here.

Our group work all started some 10 years ago when the county agent first came on the job. The county extension staff, meeting with a group of leaders, planned programs for the county based on major fields of agricultural educational endeavor. The program proceeded for a little more than 2 years. All the while, new c mittee groups were organized functioned as the need arose.

Again, unification was seen a step forward for the county. If groups having to do with agricul and home economics could com in an overall organization, it w bring together the program and vent duplication of effort.

More than 5 years ago the prog was revamped and revitalized in direction. Each organization ha to do with agriculture and home nomics was asked to prepare its p of the county program. These wri programs, submitted to the exten agents, were edited and compiled one overall county program.

(See County Groups, page 134)

ACTION gets the facts to U. S. Farmers

Iowa State Extension Information Office and
Federal Extension Service Information Programs Division

WHETHER it's a new finding in the world of science—or newly enacted legislation from the halls of Congress—people need to know about it. They need, and want, the facts. And the Cooperative Extension Service shares in the heavy responsibility of getting this information to the people who can use it.

Consider the situation in the important corn State of Iowa in the spring of 1961. Planting season was near at hand. The new Feed Grain program was signed into law on March 22. And 175,000 Iowa farmers needed to know about it—in a hurry. Within 48 hours, a big educational effort was starting to hit its stride. The Iowa extension team of administration, subject matter, and information personnel sat down with the ASC committee to plan a fast-moving effort to let the Hawkeye State feed grain producers know about the new program.

Information Underway

Subject matter specialists combed the program materials for provisions and alternatives—important to Extension in the education phase, important to ASC in the procedural phase. Administrative personnel of both agencies were in touch with county units, alerting them to the event schedule, and starting the flow of information. Information workers were planning and producing mass media materials.

By Saturday, March 25, plans were laid for a special early-morning television program beamed to county extension and ASC personnel, and a major story was on its way to county extension workers for their release in local outlets.

At 8:30 a.m., Monday, March 27, the massive educational effort was underway. Extension specialists and ASC committeemen were on the air in the studios of Iowa State University's WOI-TV. As county workers in the 25-county viewing area watched the program—along with delegations from counties beyond the signal area who drove into it—video-taping equipment was recording the 1-hour program.

When the program ended, a driver was dispatched by Extension. He carried the video tape to Omaha for a 7 a.m. telecast over WOW-TV on Tuesday.

Wednesday morning at 7 a.m. he was in Cedar Rapids, where WMT-TV was telecasting the program to eastern Iowa and making a concurrent direct-wire transmission to Mason City's KGLO-TV, where it was beamed to the vast cash-grain area of northern Iowa. By 8 a.m. the next day, Thursday, after a showing on KVTV, Sioux City, this one tape had been telecast into nearly every area of the State. Viewing had been promoted by the cooperating stations, other mass media, and the county extension and ASC offices.

Thus, within a week after the signing of the law, Iowa Extension and ASC had placed a significant amount of information within sight and sound of most of the State's 175,000 farm operators. Radio and newspapers had added their impact and coverage throughout the week.

By this time the later phases of diffusion were geared up. County extension directors had been supplied with visuals, discussion outlines, and budget sheets to help farmers understand provisions of the law and to do pencil-and-paper calculations on alternatives. ASC officials were hard at work on the massive job of explaining, answering questions, and servicing the myriad details of such a program.

Extension's most dramatic effort was squeezed into the first week. But it didn't stop there. Mass media efforts continued, providing opportunities for ASC personnel to reach large audiences through the channels serviced regularly by Extension. Field workers continued in their face-to-face educational efforts.

Federal Backstopping

Backing this big educational effort by the State and county staffs were the Federal offices of Extension and ASCS. Even before passage of the bill, these staffs had teamed up to plan the educational materials and procedures that would help the State and county staffs get their job done.

The day the bill became law, these materials were on their way to State offices of Extension and ASCS. The official regulations and interpretations were sent. Suggested press, radio, and TV materials were prepared. And budget forms were developed to provide farmers an easy means for figuring out how well the program fit their particular farm.

ASCS held regional meetings to explain program objectives, procedures, and regulations to State ASCS and extension personnel. And the Department's Office of Information worked with ASCS to provide a strong nationwide information program to supplement the State and local educational efforts.

This was a team effort between agencies—and between Federal, State, and county services—to place important information in the hands of those who had a decision to make—175,000 Iowa farmers. ■

Interlocking Educational Resources

by ERNEST J. NESIUS, Dean of College of Agriculture, Forestry, and Home Economics, and Director, Cooperative Extension Service, West Virginia

MANY fine things are being said today about the colleges of agriculture and home economics in the land-grant universities and State colleges. Perhaps the most important, single point of uniqueness, is the integrated program of research, extension, and teaching. No other combination of similar educational resources is emphasized in this way.

The broad objective of this integrated program is good decisions made by rural families. The result has been a revolution on the land.

As dean of a college concerned with agriculture, forestry, and home economics, my aim here is to show: How extension, research, and teaching are related to each other; the responsibility of each to the others; and how they supplement each other.

Extension workers and researchers in colleges of agriculture and home economics have a close and unique working relationship with workers in the U. S. Department of Agriculture. The interchange of ideas, personnel, and jointly conducted projects is a major factor in the success of all agriculture workers.

Concepts of Education

Through the years, several fundamental concepts have persisted in the colleges.

First, research, teaching, and extension, within given subject matter areas, should be mutually dependent and organized so as to support each other and yet be capable of standing alone. The dependence of the extension worker and the people on the research laboratory, and the researcher and professor on the extension worker has united a force unparalleled in educational circles. It has speeded information into practical and academic situations.

The second concept is the insistence on research as the legitimate source of information. This is combined with emphasis on an efficient two-way channel from the research laboratory, plot, or experiment through the professor to the student. Or it can flow through the extension worker to the farmer or homemaker. This has proven an automatic method of placing information in the hands of the user in the shortest possible time.

A research bulletin reporting on the technical aspects of an experiment is used by a professor in a classroom assignment. From this same bulletin the extension specialist interprets results into practical situations. Through the specialist, county agents and leading farmers learn how to use the information.

The same process is applicable to homemakers.

The third concept is the necessity to learn technical skills to be used in practical situations. This accompanies the discovery of new knowledge. By technical skills, we mean the skill to cull animals, mix and apply chemicals, obtain and interpret data for correct conclusions, etc.

The professor teaches his class, not only the theoretical and the "what" but the "how." The same is true with the specialist and the county agent. Therefore, the trained agriculturist not only can tell, he can demonstra

Professional journals, periodic and professional meetings recogn the importance of applying the te niques of implementation. Thus, r ognition of good work often inclu them.

These three concepts have cont ued throughout the development the Land-Grant College System a have contributed to its present-d success.

Vital Relationships

The interrelationships of resear extension, and instruction must kept alive and productive. There at least 10 fundamental relationsh which require encouragement, att tion, and understanding.

Professor-student: The focal po is to increase learning to fit a m ern, changing world.

Professor-researcher: Many searchers are also professors—a s cessful relationship.

Undergraduate-graduate instr tion program: Undergraduate struction should lead naturally graduate studies. New knowle should be added to courses taug and the level of instruction sho be kept high.

Researcher and research projec The typical goal of the researcher to discover facts and understand p nomena which, when explained, long be useful. There is a grow tendency for extension specialists assume responsibility for investi tions of a more practical and appl nature.

Extension specialist and subject matter department: The specialist must continually learn and understand new knowledge and teach how to interpret it in different situations.

Extension specialist-county extension worker: A State Extension Service declares its capability largely by selection of the subject-matter areas in which it has specialists. County workers rely on these specialists for technical information and methods of using it in practical situations. A high degree of interaction between the specialists and the county workers is essential.

Subject matter departments and agricultural commodities or special interests: Subject-matter departments are encouraged to assume leadership within the agricultural industry or a special interest group for which its knowledge is important. It is common for a subject-matter department to combine research, extension, and instruction resources for an industrywide conference.

Agriculture worker and subject-matter competency: Inservice training programs, lectures, summer training, leaves of absence, and study tours are encouraged.

Total college and USDA: Most important is the complete freedom and unselfish exchange of information, methods, and opinions to maintain a close, interdependent professional relationship.

Total college and the people of the state: The coordinated services of the college, the image it creates in carrying out its work, and its ability to anticipate the needs of tomorrow are involved. The college must balance its basic resources of technical competency.

The leaders of research, extension, and instruction should constantly scan the horizon for trends and anticipate the needs of the future. In this way they can always have current, up-to-date information, answers and interpretations for new and evolving problems.

The county agent, in many ways, is the cutting edge of the college in daily service. He can be of great help to his colleagues by reflecting the effectiveness of the college among its clientele and by informing college leaders of the needs expressed by his clientele.

Perhaps it is clear that the 3-way interdependence of extension, research, and teaching is best when the relationship is functioning most smoothly. Every member of the college staff, whether he be a fundamental researcher or an assistant county agent, has some responsibility to see that the relationships mentioned operate in a productive way.

It is imperative that those persons who are, in fact, the college, keep their educational program as close as possible to the needs and desires of the people. At the same time, the researchers are examining fundamental questions, and they must dig into the unknown to understand and explain the secrets of nature. Concurrently, the professor must be aware that a successful graduate should enter his life's work feeling that he has a firm grasp on the subject matter in his field. ■

EDUCATIONAL ARM

(From page 115)

such work is done. In such instances, a joint review of the attendant circumstances should be made and arrangements worked out between the Department and State Extension Services involved whereby the Department would carry out such work."

Specific Responsibilities

These statements still are valid in light of problems agriculture faces today. But let us be a little more specific as to Extension's responsibility as the educational arm of the Department.

1. Extension should assume responsibility and leadership for planning and coordination of educational activities of the Department—at the Federal, State, and county levels. In so far as possible, this planning should precede program announcements and involve the various agency personnel in such a manner to assure the most effective educational effort possible.

2. Extension is responsible for the general educational work in agriculture and home economics. Such responsibility includes education relating to scientific, technical, and economic developments growing out of the research programs of the Department, the land-grant colleges, and other organizations.

3. Extension also is responsible for general information or educational efforts aimed at giving farm and rural people a better understanding of various public programs—particularly those emanating from the Department—which affect or might affect their farming operations, their level of income, their health, welfare, and overall livelihood.

Included in these would be such diverse efforts as work relating to eradication of brucellosis; provisions of agricultural stabilization programs; information pertaining to the availability of credit through the Farmers Home Administration; facts about Social Security, income tax, or food distribution programs.

4. Extension must serve more than rural America. Many educational efforts must be more far reaching—involving the entire community or the total citizenry of our country. Rural Areas Development, public affairs, and bringing to public attention the phenomenal success story of agriculture are examples of these programs of widespread interest and concern.

In some instances, Extension's role will be largely one of organization and providing the setting for effective learning—with other special talent coming from other agencies of the Department, other departments of Government, colleges, and industry.

In meeting its responsibilities, Extension will be involved in some controversial areas. But education must deal with controversial matters if it is to fulfill its function in our society.

For example, intelligent debate of issues is needed before action is taken. This is the time when people must have information if democracy is to function. And Extension—with its ties to the Department, land-grant colleges and universities, and local government—is uniquely equipped to furnish these facts in an unbiased, objective manner. ■

Land-Grant Association
SPOKESMAN FOR MANY VOICES

by RUSSELL I. THACKREY, Executive Secretary, and CHRISTIAN K. ARNOLD, Associate Executive Secretary, Association of State Universities and Land-Grant Colleges

BEHIND the tremendous advances that have made American agricultural productivity the envy of the world lies the Cooperative Extension Service that brings together Federal, State, and county efforts in an effective, continuous drive for progress.

At the heart of CES, in turn, lies the Nation's unique Land-Grant System of colleges and universities. In this system formal campus instruction, research, and adult extension work are brought together in a single institution serving all the people. The Association of State Universities and Land-Grant Colleges provides the mechanism that enables these institutions to work closely with each other, the U. S. Department of Agriculture, and other Federal agencies.

Cooperative Organization

The Land-Grant Association, as it is commonly called, is itself a cooperative organization. A voluntary association that neither has nor desires authority over its members, it serves as:

- A forum for discussion, exchange of ideas, and formulation of common policies;
- A coordinating agency between USDA and the land-grant institutions;
- A clearinghouse for matters of importance to its members; and
- A spokesman for members.

The Association has, nevertheless, proved a great force in the growth of the land-grant colleges and universities and of the programs, such as those of the Extension Service, with which they have been associated.

The strength of the Association grows out of the fact that its recommendations are arrived at only after careful study and review by member representatives. The policies and programs decided on in this manner are broad and flexible enough to permit each State and county to adapt them to their own needs and conditions.

The work of the Association with the Cooperative Extension Service provides a typical illustration. There is nothing in the amended Smith-Lever Act of 1953, the basic Extension legislation, about the Land-Grant Association. This Act calls for programs that are "mutually agreed upon by the Secretary of Agriculture and the State agricultural college or colleges . . ." Clearly, this does not exclude the possibility of 51 completely different extension programs, one in each State and Puerto Rico.

Just as clearly, to work separately with each of these college systems on program policy would require an outsized USDA staff. Or it would result in policies "dictated in Washington" in the interest of uniformity and coordination. Few individual colleges would be able to resist such a centralizing trend.

Neither of these alternatives has happened nor is likely to happen. The Cooperative Extension Service is truly cooperative largely because the land-grant institutions have an effective means through which they can work with each other and with the Department. That is the Land-Grant Association.

It seems inevitable that a group of institutions established through the same legislation and dedicated to the same objectives and ideals would need a framework for exchanging ideas and experience and arriving at common decisions. However, n beginning was made until 1871 whe 29 presidents and professors of lan grant institutions met in Chicago

Early Development

The following year, the Commi sioner of Agriculture called a co vention of delegates from the Sta land-grant colleges, agricultural s cieties, and boards of agricultu They were to consider, among oth things, the "best methods of coo eration between the colleges and t Department."

The first genuine convention w held 13 years later, again on the c of the Commissioner of Agricultu The proceedings of that meeting pr vide the first official record of d cussions among representatives of t land-grant institutions at a natio assembly.

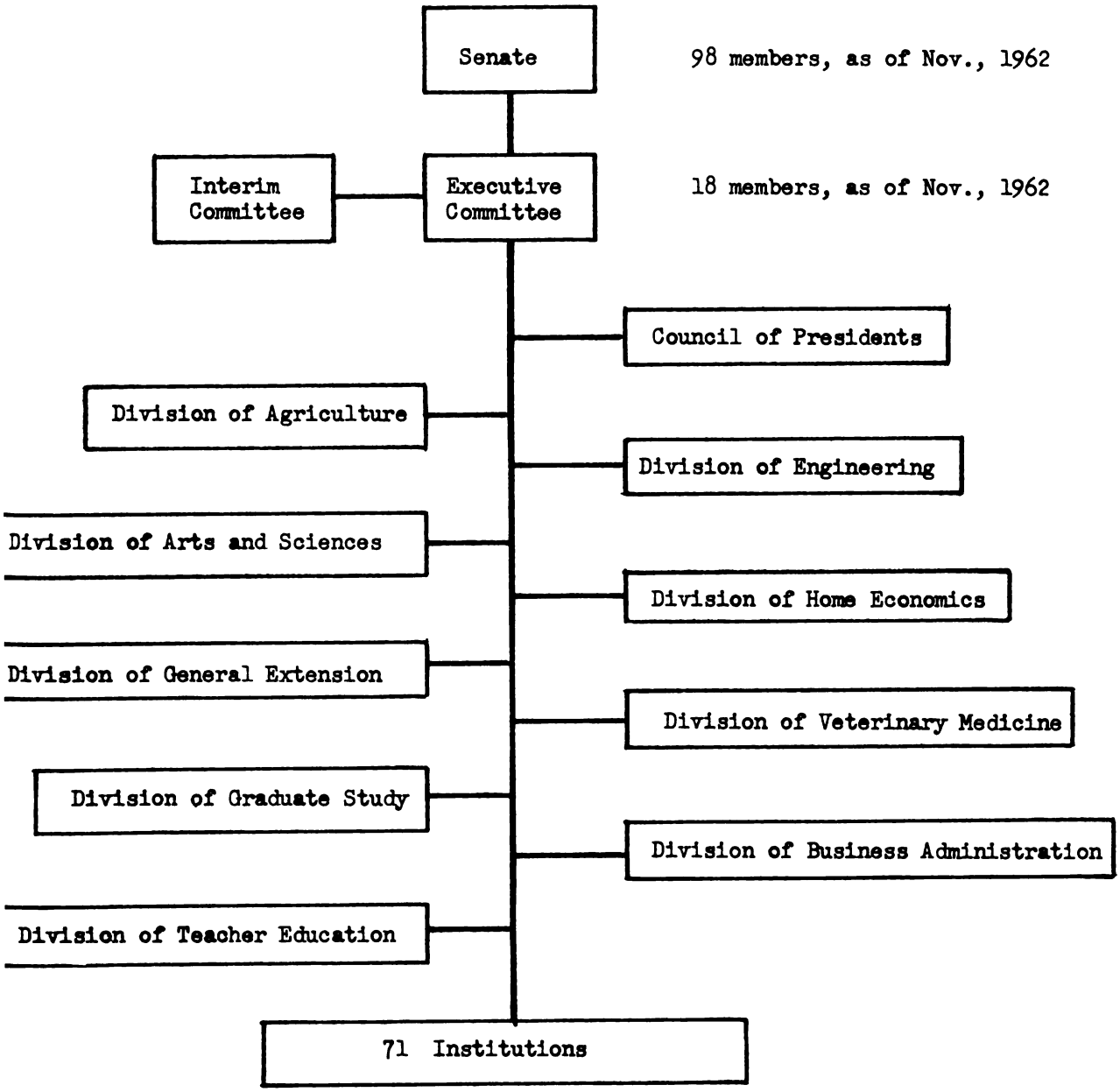
The first annual convention w held in Washington in 1887. At t and the next meeting, in 1889, name was adopted and formal m chinery established.

By 1892, only five sections h been organized: College Work, Ag culture and Chemistry, Horticultu and Botany, Entomology, and M chanic Arts. Originally, the Assoc tion included only the presidents the land-grant institutions and th agricultural experiment station hea as delegates.

As early as 1905, a formal comm tee of Extension Work was esta lished. In 1909, this committee w made a section, giving all the exte sion directors status as delegates the annual convention and providi them with a forum. This enabled t

(See Spokesman, page 126)

Association of State Universities and Land-Grant Colleges



ach Division has many sections and committees, where policies are determined and commendations made to the Executive Committee and the Senate. The Senate consists 3 representatives of each division and the head of each of the member institutions. e Executive Committee consists of nine presidents of member institutions elected the Senate and one member elected by each of the 9 Divisions. The Interim mmittee consists of the President of the Association, the chairman of the Executive Committee, and five members elected by the Executive Committee.)

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directors to get their views incorporated into the original Smith-Lever Act and to work effectively for its passage.

Present Structure

Through the years, the formal organization of the Association has changed as new areas of interest have developed and have been brought into the delegate and committee structure.

Membership in the Association is institutional. All 68 land-grant institutions, as well as the Georgia Institute of Technology, the State University of New York, and the Connecticut Agricultural Experiment Station, are members. A recent change in the Constitution makes it possible for other colleges and universities that share the land-grant philosophy and objectives to join.

The chief governing body—the Senate—is being enlarged this year to 98 members: 3 representatives from each of the 9 divisions and the head of each member institution.

Teacher Education and Business Administration are being added this year to the divisional structure. These join the seven subject-matter divisions within the Association: Agriculture, Arts and Sciences, Engineering, General Extension, Graduate Work, Home Economics, and Veterinary Medicine.

Altogether, about 1,000 delegates attend the Association's annual conventions. More than a third represent agriculture and related fields.

Responsibility Assignments

Between annual meetings the top policy-making body of the Association is its Executive Committee. As of 1963 this committee will consist of 18 members: nine presidents of member institutions elected by the Senate, one who is President of the Association and one who, as immediate Past President, is Chairman of the Committee; and one representative elected by each division.

To provide a smaller "working" group, a 7-member Interim Committee meets twice between the regular meetings of the Executive Committee. It consists of five members elected by the Executive Committee, the Chairman of the Committee, and the President of the Association.

Although the Senate and the Executive Committee pass on major policy questions, much of the work of the Association is carried out within the divisions, sections, and committee. This may be either finally or in the form of recommendations for action by the Senate and Executive Committee.

In a typical example the recommended form of the revised Memorandum of Understanding that governs the conduct of cooperative extension work was originally developed by a committee representing the Senate of the Land-Grant Association and the Secretary of Agriculture. The Association's representatives were all extension directors.

The form of memorandum proposed by this committee was reviewed by the Extension Committee on Organization and Policy, by extension directors meeting regionally, by the Extension Section of the Division of Agriculture, and finally, by the executive Committee and the Senate of the Association. The final draft was approved not just by the Senate of the Association but also by the Secretary of Agriculture.

To be effective in any State, the memorandum must be approved by the governing authorities of its land-grant institution and by a representative of the Secretary of Agriculture. It is now in effect in most States.

The Association added a permanent executive secretary in 1946. Much of the necessary liaison between USDA and the land-grant institutions is carried out through this office to simplify coordination.

The Association's interests are as broad as the interests of the land-grant institutions it represents. And these institutions offer instruction and carry out research and extension activities in almost every field of interest to man.

The Association represents educational institutions that enroll over 20 percent of the Nation's undergraduate students, grant nearly half of all doctoral degrees in every field of study, and carry out practically the agricultural extension and research work in the country.

Despite this, agriculture and home economics and their related fields continue to occupy a central position in its activities and concerns.

The land-grant concept represents America's greatest single contribution to higher education. The central function of the Association is to foster that concept by providing the mechanism for cooperation and action on a national level. ■

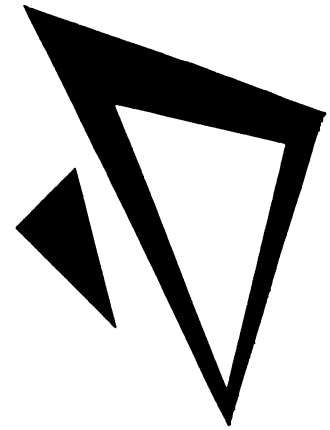
Revolution in Higher Education

An act of Congress which revolutionized higher education will be 100 years old July 2, 1962. Entitled the Land-Grant Act of 1862, it put higher education within reach of all Americans. This was accomplished by giving States Federal land to sell so they could raise money to establish and endow colleges and universities for the people. The Act proved to be the emancipation proclamation for those of modest financial circumstance striving for higher education. For the first time colleges were brought to the people and the idea of equality of educational opportunity became a reality.

Land-grant universities and colleges today enroll 20 percent of the country's college population, grant 40 percent of all doctoral degrees, confer approximately 50 percent of doctorates in sciences, engineering and the health professions; all those in agriculture, and 25 percent in arts and languages, business and commerce, and education itself. Further testimonial to the quality of teaching, research, and service by the 68 land-grant institutions is the fact that 29 of 38 living American Nobel Prize winners who went to college in this country have earned degrees from land-grant institutions.

The value to the American people of land-grant research alone exceeds manifold the total amount expended on these colleges since they came into being.—*John A. Perkins, President, University of Delaware.*

ECOP—
"An Integral Part of the Cooperative Extension Service"



by L. H. BRANNON, Chairman, Extension Committee on Organization and Policy, and Director of Extension, Oklahoma

THE need for and importance of an Extension Committee on Organization and Policy are reflected in its early establishment as an integral part of the Cooperative Extension Service. As early as 1905 an Extension Committee was appointed, and this was the genesis of the present Extension Committee on Organization and Policy.

Four years later, at the 1909 meeting of the Association of American Agricultural Colleges and Agricultural Experiment Stations, an Extension section was established. In 1915, the duties of the original committee were enlarged and the name was changed to "ECOP," a familiar, descriptive term wherever extension work is carried on.

ECOP is an official deliberative body to which matters of policy of general concern to Extension are referred. These matters are considered and recommendations made to the several States.

Historical Progress

Like so many organizations, the early activities and objectives of ECOP have been largely hidden from today by the curtain of time. The first minutes located consist of a report of the 1914 committee.

In 1915 the committee urged the land-grant colleges to give attention to training students for careers in extension. During the next few years the committee was concerned with such items as relationships with: U. S. Department of Agriculture, Smith-Hughes program, Department of Interior, consolidated county reports, home demonstration work, and boys' and girls' club work.

As early as 1924, the committee urged that extension workers be provided the same opportunities for advanced study as the resident staff. The need for professional improvement was recognized.

In 1928 minutes, recognition of the need for a retirement plan is reflected. For the next several years, much attention was given to policies with reference to Bureau of Agricultural Economics, Federal Farm Board, Agricultural Adjustment, and the associated problems of the early 30's.

In 1935, a subcommittee on Home Economics was made part of ECOP; later in the same year, the subcommittee membership was included as members of ECOP. In 1937, the Federal Extension director was added to ECOP as an ex officio member.

Present Structure

Presently ECOP consists of two directors from each of the four extension regions—Northeast, North Central, Southern, and Western—nominated by the directors at regional meetings. In addition, three of the regions appoint a State home demonstration leader to membership. The Administrator of the Federal Extension Service brings the total to 12.

The bulk of the work is conducted through standing subcommittees, which at present include Legislative, 4-H, Marketing, Conservation of Natural Resources, Professional Improvement, Home Economics, and Extension Relations. In general, standing subcommittees are composed of not more than seven members—one member at large, when desirable; one representative of ECOP; and one representative from FES. Other subcommittees are considered as ad hoc, advisory, liaison, or cooperative.

Guidance Role

ECOP's role is to guide organization and policy. Subcommittees also operate in accordance with these principles. Their activities and deliberations are devoted to policy matters with operational affairs handled by ad hoc committees appointed for that specific purpose.

The contribution of ECOP in shaping and developing the Cooperative Extension Service over the years is noteworthy. Starting with its position on training opportunities in 1915, ECOP has served as a motivating, catalytic force in developing and strengthening the Cooperative Extension Service movement. Much of the progress in Extension is due to the development of sound policies and procedures through the mechanism provided by the creation of the Extension Committee on Organization and Policy. ■

FOREIGN TRAINING

Beyond Our Boundaries

by A. H. MAUNDER, Chief, Foreign Educational Branch, Federal Extension Service

More than 1,400 visitors from over 50 countries come to the United States each year to learn first-hand about extension education and life in rural America.

How deep an impression does this learning experience make on these visitors? What thoughts do they take back home?

Eleven farm leaders from Kenya, during their recent visit to North Carolina, had many opportunities to study and observe American agriculture. After living with farm families, getting acquainted with the work of county agents, and meeting with the rural community in general, they summed up their impressions by saying:

"Education and hard work are most responsible for America's progress." This was repeated again and again.

These leaders got this impression while living with farm families and visiting schools, cooperatives, county agents, business enterprises, credit organizations, and many other rural institutions. They were greatly impressed with the educational program of the North Carolina Extension Service.

"Home demonstration work is one of the biggest hits of the group," says Tom Byrd, assistant news editor, North Carolina.

Teaching Other Peoples

These farm leaders are a small segment of more than 1,400 visitors a year coming from over 50 countries to learn more about extension education and America's rural progress.

Training of foreign technicians is an important aspect of U. S. foreign policy. Participant training in agriculture is a joint venture of the Agency for International Development (AID), the U. S. Department of Agriculture, land-grant colleges and universities, and many other public and private agencies.

The Federal Extension Service, as the educational arm of USDA has a central position in this activity. Not only is FES involved in arranging training programs for foreign participants in the U. S. but it serves AID in extension activities overseas. County extension agents, supervisors, and specialists in most States have a part in carrying out this work.

Educational Goals

Some participants have jobs in their home countries comparable to county agricultural or home demonstration agents. A number have additional responsibilities, including soil conservation, forestry, marketing of farm products, agricultural research, and teaching in agricultural schools and colleges.

All want to learn how a county agent or home agent works with rural people—how a limited number of professional workers can help millions of farm families achieve better incomes and better living.

Many visiting extension workers have worked in a system where goals are set by a top authority. Plans and programs are passed down to the local extension workers and ultimately to the farmer. Extension's concept of locally planned and executed educational programs is hard for them t understand.

Our foreign visitors want to kno how to do as well as what to do, an why—how to plan and carry out demonstration, how to involve peopl in planning a program, how to organ ize a 4-H club and make it successfu and above all, how to motivate peopl to want to improve their farmin and living.

An extension worker from Pak stan, after completing his U. S. trai ing, said, "When people at home a me what I saw and what I learned can tell them. But if they ask what can do, I'm not so sure."

This is why training programs a now emphasizing skills, as well theory. Extension short courses i clude a period when each participa develops a project he can use in h home country. These projects invol both farm and teaching skills.

A participant from Thailand, f example, developed a detailed pr gram for training his field agents a rice improvement project. He us all the educational principles he h learned and prepared visuals to ma his teaching more effective. He pr sented this project to the other sh course participants and got th suggestions for improvement.

Many participants say that cou experience is the most valuable p

One stop in the training program for a gr of Santa Lucians observing U. S. exten work was in this Florida research lab. P ing seeds in burlap for rag doll germina test are (left to right) Arthur E. Ja Ferdinand Henry, and Gerald Beausoleil.

of their training. To be effective, both the agents and the participant must have definite objectives in mind. How local leaders are trained and used, how 4-H clubs operate, how county and community programs are planned and carried out—these aspects of extension education are best taught in the county.

Training Trainers

How to train other extension workers is a problem facing foreign participants when they return home. Obviously, only a small minority of extension people from other countries can come to the U. S. for training. Unless these people train others, little progress will be made.

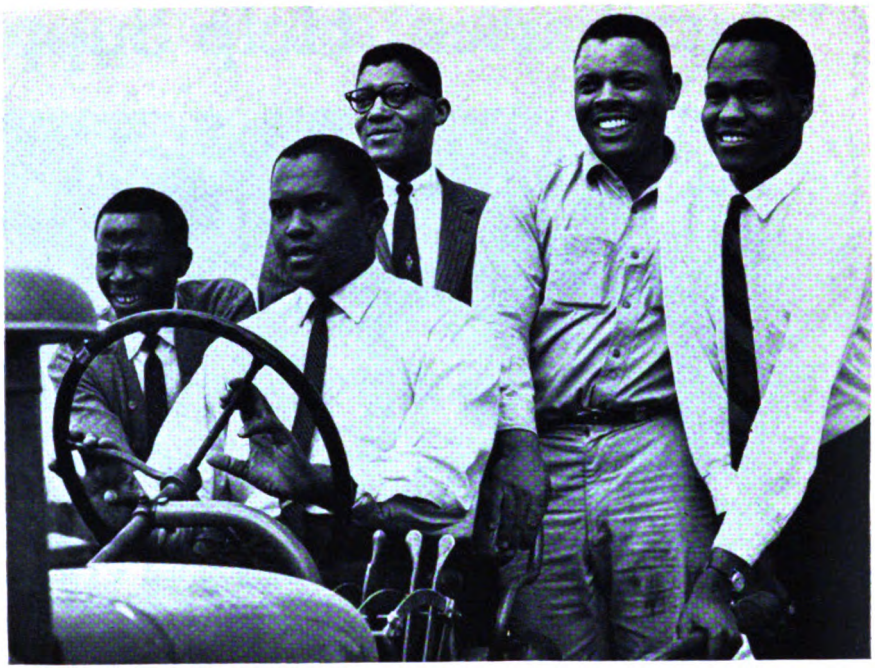
To help solve this problem, present programs emphasize training of trainers. Countries are encouraged to qualify at least one person as a training specialist. This usually includes a degree in extension education from an American university. This effort is paying off in improved training programs in participants' home countries.

P. M. Vuyiva, who earned a degree at Oregon State University, has organized a course in extension education at Siriba College in Kenya. Similar courses have been established in agricultural colleges in India, Brazil, Philippines, and many other countries.

But the training task must be shared by the administrative and specialist staff, not left to a single training officer. Eight extension participants from Jamaica, St. Vincent, the Sudan, and Tanganyika finished their 6 months U. S. training this June. They spent 4 weeks near the end of their training period analyzing training needs in their respective countries and preparing training plans. These participants are ready to start their own training programs when they get home.

Foreign participant training is not a one-way street. Participants give as well as receive. J. M. Spaulding, agricultural agent in Columbus County, N. C., had this to say about a recent group of foreign visitors:

"We learned much from them pertaining to their customs and ways of life. The families with whom these three men lived enjoyed having them in their homes immensely. Their departure was regretful to both the men and the families with whom they lived. Some 25 to 30 persons witnessed their departure, thus indicating the pride of the community in having a part in their program."



Visits with county agents and farm families in North Carolina were high spots in the U. S. training experience of farm leaders from Kenya. Equipment on the farm of Mr. Arnette (second from right) got a thorough checking over by (left to right) Pius Kioko Mutiso, Isaac Kuria, Robeson County Agent H. G. Thompson, and Leonard Njiru Kiragu.

You cannot teach someone else how to conduct extension education without examining your own program. When we in Extension tell our foreign visitors how well we coordinate our efforts with other government agencies, we try to practice what we preach.

Long-Range Effects

Victor E. M. Burke, district agricultural officer at Kisii, Kenya, came to the U. S. in 1957 on a leader grant. He saw how cooperatives here are administered by their own boards of directors who make their own decisions.

His district is a heavy producer of tea and coffee marketed through cooperatives. These cooperatives, though almost exclusively African in membership, were closely supervised and directed by European Agricultural officers.

Upon his return to Kenya, Mr. Burke began applying extension educational concepts he had learned to these cooperatives. At first the directors looked to him for decisions in all important matters. But after patient effort and continuous education, the boards of directors of the 50 cooperatives in that district are making their own decisions and growing rapidly more efficient.

Kenya will soon be an independent country. The men Burke has trained will be able to do their part in self government.

Extension workers may not realize that their work with foreign participants can be a vital contribution in the battle for the minds of men. People in newly emerging countries have had little or no experience with democratic processes. They are accustomed to being governed, not governing themselves. Most major policy decisions have been made for them. What better training in decision-making and in democratic practice than through active participation in extension program development and execution? ■

"Auxiliaries" Help Support Extensio

Service through the National Committee

by NORMAN C. MINDRUM, Director, National 4-H Service Committee

Organized essentially to su port and further extension wor both the National 4-H Servi Committee and the National 4 Foundation supplement the C operative Extension Servi Both operate on private fun carrying out programs beyo the reach of the formal extensi organization.

LAST December, the National 4-H Service Committee completed four decades of assistance to the 4-H club program. A nonprofit corporation, the National 4-H Service Committee has both educational and charitable status.

Founded December 1, 1921, before the term "4-H" came into general use, the organization chose the name —National Committee on Boys and Girls Club Work. In May 1960, the organization adopted a corporate title more descriptive of its role in assisting and supporting 4-H club work—National 4-H Service Committee, Inc.

All educational programs and services of the National Committee are in accord with policies of the Cooperative Extension Service. When Extension determines that a 4-H program area requires assistance from a donor, it establishes the objectives, rules, and regulations pertaining to such a program area. The National Committee then arranges support.

Some 60 companies, foundations, and individuals provide more than $1 million yearly for the educational services of the Committee. This excludes the 4-H Supply Service and National 4-H News.

Representatives of Extension, land-grant colleges, business, and the National 4-H Service Committee informally discuss aspects of the 4-H program during the annual 4-H Donor's Conference in Chicago. Seated (left to right) are: E. L. Butz, dean of the College of Agriculture, Purdue University; E. F. Schneider, vice president, International Harvester Company; Samuel W. White, Jr., president, Oliver Corporation; and Chris L. Christensen, president, National 4-H Service Committee. Standing are: Norman C. Mindrum, director, National 4-H Service Committee; and Mylo S. Downey, director, Division of 4-H and YMW Programs, Federal Extension Service.

Private support goes beyond fina cial assistance, reflecting a realiz tion of corporate responsibility to t youth of the nation. During the pa year, donors provided support in national and 10 sectional progran Highlights of donor service to 4- club work through the National Co mittee in 1961 include:

Recognition for 4-H Membe More than 180,000 boys and girls r ceived county 4-H medals. So 14,000 club members received U. Savings Bonds, watches, and oth awards. Nearly 1,200 State 4-H wi ners received all-expense paid tri to the National 4-H Club Congre and 230 4-H members received colle scholarships valued at more th $100,000.

Leader Training. More than $14 000 was channeled through the N tional Committee for training mo than 10,500 leaders and extensi workers in the Automotive, Tract and Clothing Programs.

National 4-H Fellowships. Sev young extension workers received fe lowships for use in improving the professional competence through a vanced educational training.

Technical Assistance. Donors mal available vast technical resources incalculable value. Engineers, hort culturists, dieticians, foresters, fash ion stylists, food experts, interi decorators, and many others gi freely of their time and talents.

Educational Aids. Another substan tial contribution by donors is edu cational aids, including literatur films, posters, and other visuals f 4-H members, leaders, and agents.

(See Service Committee, page 134)

Work through Private Resources

Foundation Enriches Special Activities

y GRANT SHRUM
xecutive Director,
Iational 4-H Club Foundation

The National 4-H Center is contributing significantly to the 4-H program through Citizenship Short Courses for 4-H members. The Center is utilized by 4-H members, leaders, and extension personnel from all States and Puerto Rico.

PIONEERING two new features in the extension program led to the rganization of the National 4-H Club oundation 15 years ago. The idea ehind the Foundation was to develop nd use private resources to assist ie Cooperative Extension Service.

One new feature was the dynamic, idely-acclaimed International Farm outh Exchange; the other was de-lopment of the National 4-H Cen-r in the Nation's Capital. Today, oth are proving their usefulness to ultivate learning through Exten-on's educational program.

Extending Programs

The Foundation operates on the asis that private funds can best be ed to "stretch or enrich" the pro-am beyond what would be possible rough tax funds. This type of sup-rt can be applied to a variety of ogram activities or in a variety of ays in the development of programs. Like those first years, the Founda-n maintains something of a pio-ering spirit in assisting with areas the extension program. The Foun-tion's efforts have been applied pri-arily to exploring, experimenting, d developing rather than to estab-hed programs.

Development of the National 4-H nter; establishment and operation IFYE; cooperation in the newly veloped Peace Corps program; Hu-an Development-Human Relations work; Citizenship Study; Science in 4-H Study; survey of urban 4-H work; the Foundation's relationship to the total citizenship educational program, leader training, and development—all can be viewed within this exploring, experimenting, development framework.

Private funds, linked with tax funds in this arrangement, serve like a catalyst in a chemical reaction. Such a substance speeds up, and in some instances is really necessary for, the chemical reaction. Private funds, although limited, when used as a catalyst in the extension program make possible a more complete educational experience.

"Family" Relationship

To understand the relationship of the Foundation as a member of the extension family, one needs only to review the organizational structure of the corporation and its accomplishments in behalf of the extension program. The Foundation is a privately incorporated organization and, as stated in the policy of operation, exists to support, complement, and assist the Cooperative Extension Service with primary emphasis on youth programs.

The corporation is governed by a 15-member Board of Trustees. Four members are appointed by the Extension Committee on Organization and Policy; four more by that Committee's subcommittee on 4-H club work. Two members are appointed by the Federal Extension Service, and the remaining five members are appointed by the Executive Committee of the Association of State Universities and Land-Grant Colleges.

Four of the members appointed by this Land-Grant Association committee are business representatives from the National 4-H Sponsors Council. This Council assumes responsibility for developing the private funds on which the Foundation operates.

All the Directors of Extension, or their representatives, form the membership of the corporation.

The Foundation has utilized more than $6 million of private capital in behalf of the extension program. The annual budget of the corporation now exceeds $1 million.

Noted Projects

Accomplishments which can be credited to the Foundation include:

Development of the National 4-H Center. More than 12,700 persons utilized the Center in 1961; more than 15,000 are expected to use it in 1962. This includes some 3,700 4-H members and 450 volunteer leaders.

(See 4-H Foundation, page 133)

National Council Offers Guides to Home Dem Club

by MRS. HOMER A. GREENE, President,
National Home Demonstration Council

NEARLY a million women in 46,000 organized groups across the U. S. are affiliated with the National Home Demonstration Council. The organization represents home demonstration club women who are members of county, district, and State home demonstration councils. The National Council's job is to work with the Cooperative Extension Service in maintaining an educational program for homemakers.

Although the extension program is active in all 50 States and Puerto Rico, homemakers in 10 States are not affiliated with the National Council. Local groups may be called home demonstration clubs, home economics extension clubs, federation of homemakers, or similar names.

Some of these women live on farms; some in towns and cities. But all have the same goal—trying to manage their homes more efficiently and have healthier, happier families.

When the Extension Service made educational programs available to them, homemakers joined together in home demonstration clubs to meet with home agents. County and State home demonstration councils were formed by the leaders of local clubs. In 1936, representatives of State organizations met in Washington to establish the National Home Demonstration Council.

The National Council's Board of Directors (officers and chairmen) are nonprofessional, volunteer leaders. The director of the Division of Home Economics Programs, Federal Extension Service, serves as their advisor.

Because of the leadership training which the national officers have received from the Extension Service, they are able to take a lead in passing on home economics information to club members. This is done through programs of work, workshops, special interest sessions, leadership conferences, educational pamphlets, annual meetings, and news media. These educational programs are carried through with the cooperation of the Extension Service.

The National Home Demonstration Council has three objectives:

- To further strengthen, develop, coordinate, and extend adult education in home economics through the Cooperative Extension Service of the U. S. Department of Agriculture and the land-grant colleges.
- Provide opportunity for homemakers cooperating in extension home economics programs to pool judgment and experience for the progressive improvement of home and community life.
- To offer means by which homemakers may interpret and promote extension programs of national and international importance in the protection of the American home.

These objectives are carried out in part through the organization's program.

The National Home Demonstration Council recognizes that an essential feature of home demonstration work is that programs are planned by the people in each county. A careful analysis of their home and community needs is basic to the development of successful programs. And this must be done in each county.

However, a program of work is suggested by the Council to call attention to some areas of concern wh States or counties may wish to c sider. This includes, for exam citizenship, civil defense, family l health, safety, and international p grams.

Widespread Interests

The National Home Demonstrat Council is a member of the Associa Country Women of the World, wh includes women's organizations of countries. This international org ization has an advisory status at United Nations.

This fall many U. S. women attend the triennial conference the ACWW in Melbourne, Austra The Council has a representa that attends, at her own expe meetings of the Executive Board ACWW, in London.

Homemakers, as never before, seeking reliable information that help them make responsible decisi on international affairs. For this r son, many of our leaders are will to give their time and money to tend conferences such as the ACW On many occasions representati attend meetings of the UN to information for their members.

The National Council also activ supports several national and int national projects, among them "Free the World from Hunger" ca paign and "Food for Peace."

In all cases, whether supporting cal, national, or international p grams, the National Home Dem stration Council efforts go tow extending and expanding home de onstration work. ■

ŀH FOUNDATION

From page 131)

Operation of the International arm Youth Exchange. More than 300 U. S. delegates have visited 63 ther countries, and 1,477 foreign exmangees have visited the U. S. Over),000 host families have been inolved in this program. Ten national ıral youth leaders abroad and many ore workers in these programs naonally and locally are IFYE alumni.

Human Development-Human Relams Workshops. Over 500 professnal extension personnel have parıpated.

Peace Corps. Ninety-three young en and women are assisting to proote and expand rural youth eduıtional programs, similar to 4-H, roud as Peace Corps volunteers.

A number of special projects have en conducted to help develop and pand new opportunities for the ex-

The Human Development-Human Relations program, initiated by the Foundation in 1952, has demonstrated the importance of building competency in the behavioral sciences for a more effective educational role. Dr. Glenn C. Dildine here explains ways for better understanding youth to Pennsylvania leaders.

tension program. Approximately 3,000 individual corporations and business firms support the Foundation annually and a broader segment of private enterprise is made aware of Extension's youth program each year.

The Foundation's information and public relations program has contributed immeasurably to informing the public, especially at the national level, about Extension's work.

Private resources are playing a significant role in providing special educational opportunities to "stretch or enrich" Extension's program. These funds can assist in going beyond the traditional, the status quo, even the established fact. ■

NIQUE PARTNERSHIP

rom page 116)

ıs, accomplishments, and needs of : Cooperative Extension Service. ese reports deal with changes ıded in Federal rules and regulaıs, national legislation, increased ıeral financial support, and related ıjects.

The second major function, serving the educational arm, is explained Secretary Freeman's article openthis issue.

'ES' third responsibility is to assist ıte Extension Services in develop- and carrying out educational grams. This involves counseling the scope and responsibility of Extension Service nationally, proing information and advice on ınning or projecting programs, ıging States' attention to the st subject matter and educational hodology, analyzing the structure method of carrying on program vities in relation to the other tes, relaying workable techniques, helping evaluate program efforts in relation to the situation or needs to be met, and providing for a two-way flow of information between the State Extension Services and USDA and other national organizations.

Cooperative Relations

It takes more than a formal memorandum of understanding—more than a set of rules and regulations —to make such a unique educational partnership work. The key to Extension's past success lies in the word "cooperative."

Both partners have demonstrated a true appreciation for the cooperative nature of this work. They have dedicated their efforts to carrying out the original intent of the Smith-Lever Act—to work together in bringing to people skills and knowledge they can use in earning and enjoying a better way of life.

The State Extension Services have a high degree of autonomy in their programing and operations. Programs are not "handed down from Washington." Regional and national program efforts which serve local needs are planned and implemented cooperatively through the Extension Committee on Organization and Policy, as pointed out in another article in this issue.

The FES role is one of leadership —not of direction. The Federal worker's job is to counsel, advise, and guide—to provide dynamic, positive, and affirmative leadership in assisting State extension staffs in developing and carrying out programs which serve people's needs.

The fact that Extension has arrived at a sense of national unity and cohesiveness—a feeling of a single, unified educational system—is a tribute to the cooperative spirit in which State and Federal staffs have carried out their respective roles. They have more than justified the vision of those early leaders who were convinced that the land-grant colleges and USDA could work together in carrying out this joint responsibility to *"aid in diffusing . . . useful and practical information."* ■

COUNTY GROUPS

(From page 120)

The following October each organization submitted plans for the ensuing year based upon what they felt would be best for their group.

These plans for agriculture were submitted by the: commissioners court, board of supervisors, Soil Conservation District, Agricultural Stabilization and Conservation Program, Farmers Home Administration County Committee, community centers organization, 4-H, Farm Bureau, Farmers Union, Farm and Ranch Club, agriculture committee of the chamber of commerce, dairy improvement groups, poultry improvement group, 7-Step Cotton Program, Lamar County Agriculture Workers Association, and Texas Sesame Growers, Inc.

This group formed the nucleus for the overall agriculture program. The same procedure was followed with home economics.

Local Cooperators

A committee, appointed by the overall program chairman, worked out a set of bylaws.

Other groups have been added since then. Each organization that works with a county committee or board of directors is a member of the county overall program committee.

According to the bylaws, the presiding officer of each organization having to do with agriculture and home economics is automatically the representative on the County Program Committee. For instance, the county judge, who presides over the commissioners court, is the representative for that Court.

The County Program Committee meets once a year. At this time the representatives of each group report on the past year's accomplishments and plans for the ensuing year.

The annual meeting is the highlight of the program year. Plans for the ensuing year are presented and adopted as the program for the current year. Following committee representatives' reports, an outside speaker talks to the group.

Where do agency representatives come into the program? Extension agents, Agricultural Stabilization and Conservation Program office manager, Soil Conservation Service technician, and Farmers Home Administration county supervisor serve as advisors to one or more of the groups.

Vocational teachers are represented through the Agriculture Workers Association.

It is gratifying to observe the fine relationship among agriculture workers and organizations making up the overall program. Each organization has available at all times a copy of the current program to guide them and help them avoid duplicate effort.

This procedure, now going into its sixth year, has proved to be a satisfactory approach to our county situation. ■

SERVICE COMMITTEE

(From page 130)

Public Relations Assistance. Donors help materially in supplementing information media activities of the Extension Service and the National Committee.

The National Committee gives impetus to a number of 4-H events through contributions of funds or staff assistance and sometimes both.

The National 4-H Club Congress brings the 4-H club program and 4-H members into the limelight before the general public. Some 145 donor representatives, including corporation presidents, vice presidents, board chairmen, and other officials, participate in this event. This provides opportunity for business leaders to meet an outstanding sample of the Nation's youth. Some 300 representatives of press, radio, and television assist with the interpretation of 4-H club work and its program of building outstanding citizens.

Each year the National Committee also works closely with the Extension Service in planning and promoting events such as National 4-H Club Week, Grain Marketing Tour and Clinic, Junior Poultry Fact Finding Conference, National 4-H Dairy Conference, and Regional Tractor Operators' Contests.

The National Committee provides additional service to the 4-H club program through National 4-H News and the National 4-H Supply Service.

National 4-H News. This is the o national 4-H magazine and, althou directed primarily to volunteer ad and junior 4-H club leaders, ext sion agents and 4-H members find a helpful guide for many aspects club work.

The editors of the magazine operate with local 4-H leaders a county, State, and Federal extens staff members in developing edito content useful to leaders.

National 4-H Supply Service. T Supply Service offers quality merchandise at nominal prices. C rently this department stocks m than 1,100 items bearing the emblem—pins, chevrons, and ot symbols of membership; flags, b ners, medals, trophies, clothing, j elry, recreation helps, meeting a and project helps.

The aims and ideals of 4-H promoted through dignified iden cation, incentives, and recogni calling public attention to the program. Requests for 4-H supp come from all 50 States, Puerto R and numerous foreign countries.

Operating Staff

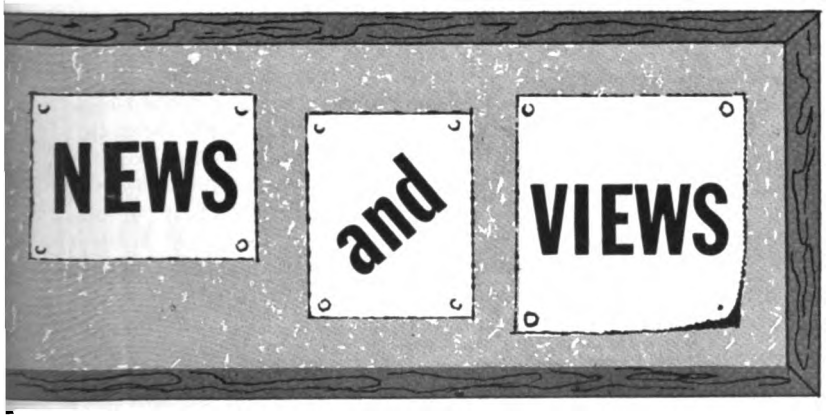
Day-to-day operations are car on through four departments—G eral Services, Information Ser National 4-H News, and the Nati 4-H Supply Service.

Thirty-five prominent citizens unteer their services as officers, rectors, and members of the Nati Committee. Of this group, 15 c prise the Board of Directors, w meet several times each year to termine organizational policies. Executive Committee, composed five Board members, meets freque in the interim to counsel with staff director.

The Director and Associate Di tor, responsible for administratio the educational program, are assi by a staff of professional men women. Many are former 4-H m bers and extension workers; ot come from business and commun tions fields.

Starting a fifth decade of assist to 4-H, the National 4-H Ser Committee continues to provide portunities for boys and girls to velop educationally, economic morally, and socially. ■

first "Crested Clover" citation, recognition for support of 4-H club work, was presented
. Nelson Bridgham (left) president of the Horace A. Moses Foundation at a ceremony
day. Mary L. Collings (right), Federal Extension Service, made the award during the
ig meeting of the Hampden County, Mass., Improvement League, presided over by Lo-
o D. Lambson (center). The citation is part of a plan to recognize organizations, firms,
foundations that have given sustained and outstanding support to 4-H club work. Dur-
June, the Women's National Farm and Garden Association and Kiwanis International
also awarded "Crested Clovers." Five other citations will be made in the fall.



nthly Revisions in blications Inventory

ıe following new titles should be d to the Annual Inventory List SDA Popular Publications. Bul- s that have been replaced should iscarded. *Bulk supplies of pub- ions may be obtained under the dures set up by your publications ibution officer.*

2181 Waterweed Control on Farms and Ranches—*New*

L 497 The Home Chicken Flock —*New (Replaces F 1508)*

G 79 Controlling Lawn Weeds With Herbicides—*New*

M 689 Your Farmhouse Heating —*Revised February 1962*

L 503 Lygus Bugs on Cotton—How to Control Them—*New*

L 504 Controlling Green June Beetle Larvae in Tobacco Plant Beds—*New*

L 506 Wind Erosion Control on Irrigated Lands—*New*

BOOK REVIEW

DICTIONARY OF ECOLOGY by Herbert C. Hanson. Philosophical Library, New York, 1962, 382 pp.

The author describes his objective as defining the "many new terms that have come into usage during the past 30 years and also to include many of the old terms that are used in current literature." He notes that "Many words from fields closely related to ecology, such as forestry, range management, agronomy, soils, and genetics are included because of their wide usage in ecological literature."

The book should be of real help to many agricultural extension agents whose work includes subjects other than their major field.

Definitions are clear and short; synonyms and closely allied words are cross-referenced. Citations of use or authority are not given. A minimum of commentary other than the word definition is included. Type is readable and the defined words are in prominent boldface making them easy to find.

The lack of references cited in the applied ecology fields of agronomy, forestry, and wildlife management may account for the limited coverage of terms in these disciplines. While most ecological terms used in these fields are included, many are not. For example, missing are: age ratio; nesting cover, odd areas, soil depleting, and sustained yield.

This volume fills a real need. Agricultural scientists and extension agents will find that it effectively replaces and up-dates glossaries in a variety of subjects.—*Frank C. Edminster, Soil Conservation Service.*

L 510 Zoning for Rural Areas—*New*

MB 19 Preparing Fresh Tomatoes for Market—*New (Replaces F 1291)*

The following publications have been declared *obsolete* because of changes in insecticide recommendations. *All copies should be destroyed.*

L 282 The Fowl Tick—How to Control It

L 383 Poultry Mites—How to Control Them

MEMORANDUM OF UNDERSTANDING

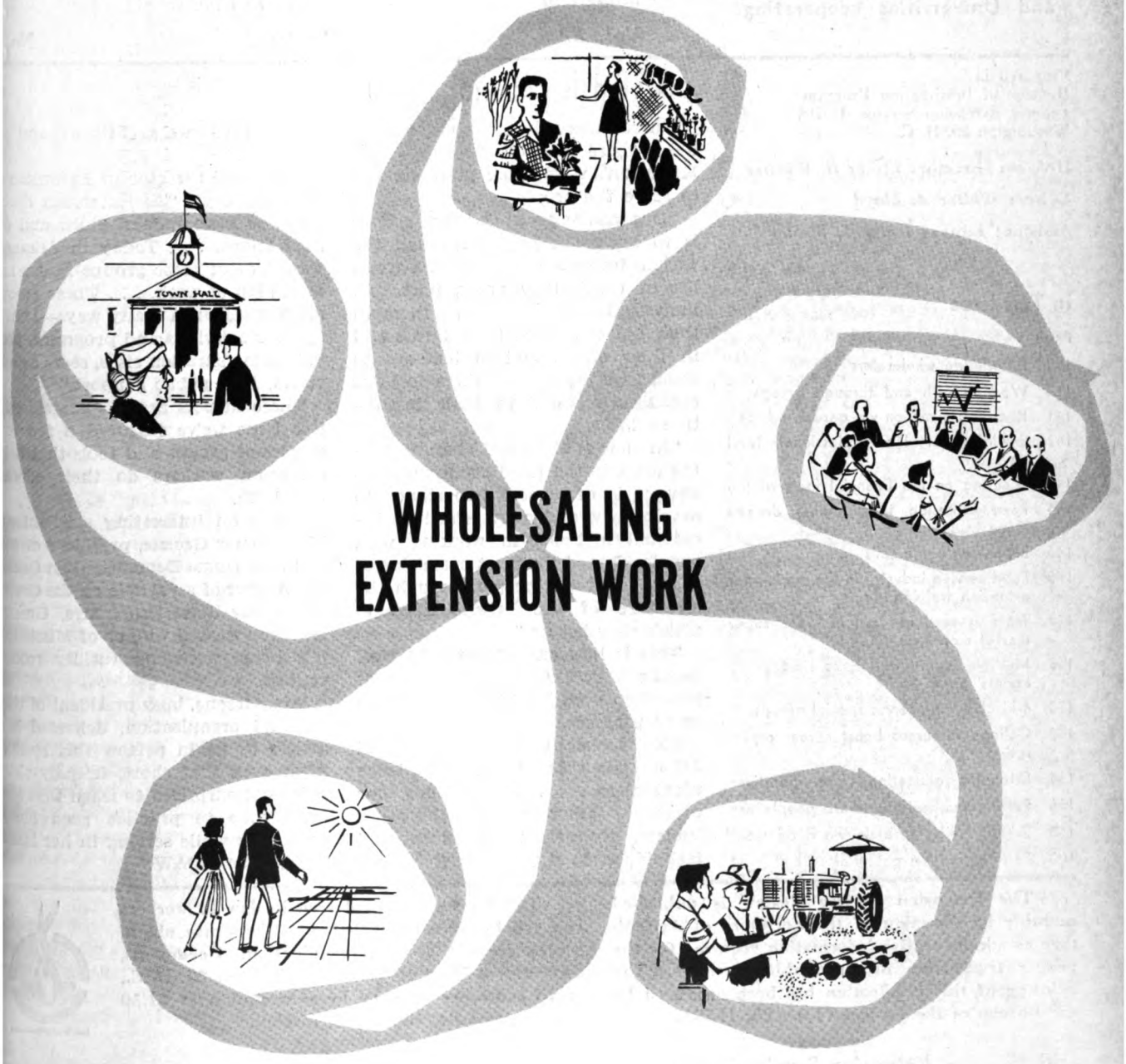
Editor's Note: The following is a summary of the basic features of the Memorandum of Understanding between the Land-Grant Institutions and the U. S. Department of Agriculture on Cooperative Extension Work in Agriculture and Home Economics. This Memorandum, basically the same for each institution, is the legal authority for Federal-State cooperation in carrying out extension work.

I. The land-grant institution agrees:
- A. To organize and maintain . . . a distinct administrative division for the management and conduct of all cooperative extension work in agriculture and home economics, with a director selected by the institution and satisfactory to the Department;
- B. To administer through such division . . . all funds . . . for such work . . .;
- C. To accept the responsibility for conducting all educational work in the fields of agriculture and home economics and subjects related thereto as authorized. . . .

II. The U. S. Department of Agriculture agrees:
- A. To maintain . . . a Federal Extension Service, which, under the direction of the Secretary,
  1. shall be charged with administration of the Smith-Lever . . . and other Acts supporting cooperative extension work . . .;
  2. shall have primary responsibility for and leadership in all educational programs under the jurisdiction of the Department. . .;
  3. shall be responsible for coordination of all educational phases of other programs of the Department . . .; and
  4. shall act as liaison between the Department and . . . land-grant colleges and universities on all matters relating to cooperative extension work. . . .
- B. To conduct through the land-grant institution all extension work in agriculture and home economics . . . except those activities which by mutual agreement it is determined can most appropri and effectively be carried out directly by the partment.

III. The land-grant institution and the U. S. Departr of Agriculture mutually agree:
- A. That, subject to the approval of the President o land-grant institution and the Secretary of culture, . . . all cooperative extension work . . volving the use of Federal funds shall be pla under the joint supervision of the director of cultural Extension Service . . . and the admini tor of the Federal Extension Service; and that proved plans . . . shall be carried out . . . in cordance with . . . individual project agreeme
- B. That all State and county personnel appointe the Department as cooperative agents for exte work . . . shall be joint representatives of the grant institution and the U. S. Departmen Agriculture, unless otherwise expressly provide the project agreement. . . .
- C. That the cooperation between the land-grant i tution and the U. S. Department of Agricu shall be plainly set forth in all . . . printed m . . . used in connection with cooperative exte work. . . .
- D. That annual plans of work for the use of . . . eral funds in support of cooperative extension shall be made by the Agricultural Extension Se . . . subject to the approval of the Secreta Agriculture . . . and when so approved sha carried out. . . .

EXTENSION SERVICE Review
JULY 1962



WHOLESALING EXTENSION WORK

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 educator —in County, State, and Federal Extension agencies—wh work directly or indirectly to help people learn how to use th newest findings in agriculture and home economics researc to bring about a more abundant life for themselves and thei communities.*

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

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Prepared in
Division of Information Programs
Federal Extension Service, USDA
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Division Director: ***Elmer B. Winner***

Editor: ***Walter A. Lloyd***

Assistant Editor: ***Doris A. Walter***

In This Issue

EAR TO THE GROUND

There's more than one way to skin a cat, more than one way to spread Extension's word, more than one way to serve the people.

"Our task as an educational agency is to serve the people through the various forms of individual and group life of which they are a part. As individuals we must serve them in their homes and on their farms and in their offices and businesses. As groups we must serve them in their organizations and in their institutional life.

"In view of the rapid changes taking place in the rural community today, it is of utmost importance to develop new and more effective educational methods in working with people. One of the most promising of these is to reach people through the structure of the organizations to which they belong."

This is how one of our FES staff members, Phil Aylesworth, looks at Extension's work with organizations and businesses.

FES Assistant Administrator Ed Aiton calls these folks, "knowledge wholesalers . . . We multiply our personal influence through other leaders, through mass educational techniques. In short, through wholesale methods we greatly expand ou audience."

Arkansas' Director of Extension C A. Vines says, "As Extension devel oped, so have related clubs and or ganizations. . . . Today in Arkansa we list 81 of these groups in our an nual plan of work. . . . These grou aid Extension in many ways—jointl sponsor activities and programs, pro vide demonstration sites, serve as ad visors, lend public support."

These helpers are innumerable. I this issue we've featured a few ex amples of groups and tools that hel extension workers do their educa tional job.

Here's an interesting sidelight o Mrs. Homer Greene, president of th National Home Demonstration Coun cil. Author of an article on the Coun cil in our June issue, Mrs. Green has been named winner of Mississip pi's home workshop (utility room contest.

Mrs. Greene, busy president of thi national organization, delivered he article to us in person this sprin After even that short, friendly visi we're not surprised to learn that sh finds time to practice good hom economics while serving in her lead ership role.—DAW

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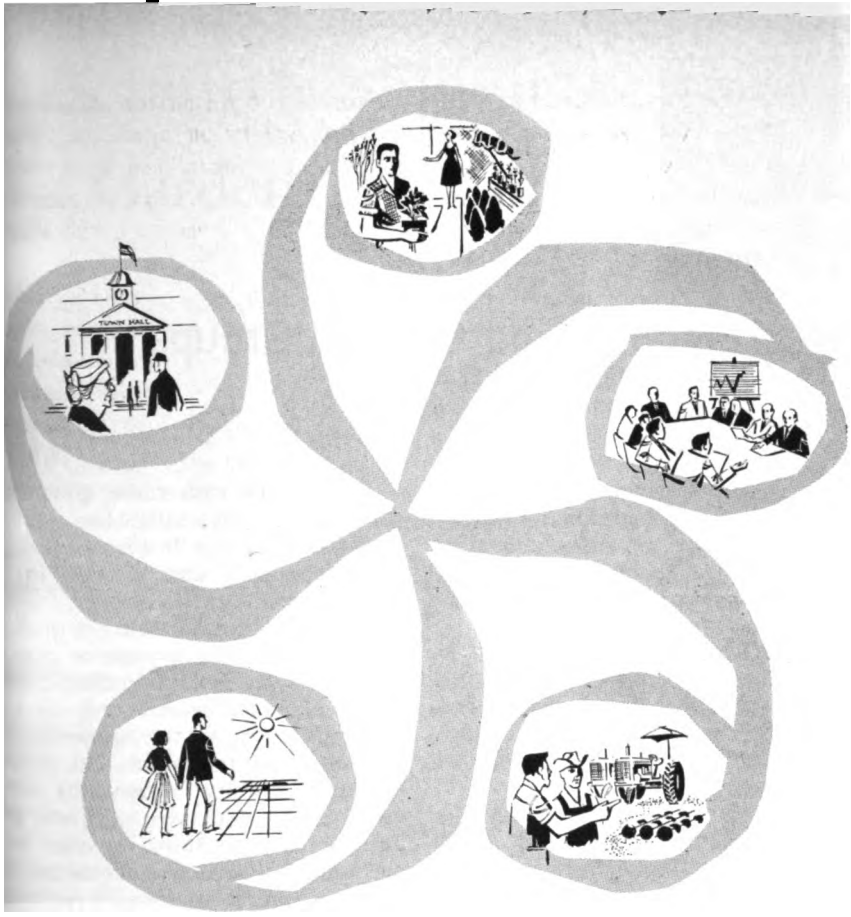


KNOWLEDGE WHOLESALERS

y E. W. AITON, Assistant Administrator—Programs,
ederal Extension Service

INFORMING 185 million people by all possible methods is our job! How do we accomplish it?

By simple arithmetic, we observe that 14,800 professional workers in 3,100 counties would each need to inform about 13,000 men, women, and children before the last intellect is touched.

But maybe you feel that our extension audience does not include all people of the United States. Suppose you subtract the juveniles too young for 4-H, the sick or indigent, folks deep in metropolitan centers. You still have a big audience.

But remember that those city people also pay taxes to support our work. They need to better understand the agriculture story and what's in Extension are doing.

Any way you look at it, there are far too many to reach by personal contact. Many of them are too remote to influence by farm and home visits, meetings, telephone calls, or an arranged tour. How to reach the omnipotent, yet elusive, masses of our growing population with an ever-growing body of facts, research, and background information is the crux of today's problem of extension education.

Use Multiplying Factors

When faced with a problem like this, the engineers call for leverage. Let one man do the work of 10 by giving him a mechanical advantage. The mathematician uses a numerical factor to boost his statistical level. The business man expands his capital and perhaps his credit.

So also with educators—we multiply our personal influence through other leaders, through mass educational techniques. In short, through wholesale methods we greatly expand our audience.

Our great reservoir of strength is educational capital, or knowledge. It is in almost limitless supply. As educators, we overestimate the amount of information people have on a given subject, and we underestimate their ability to use and understand knowledge available. The time lag of about 10 years between discovery of new research and its widespread adoption convinces us that more education—for all people—is still our nation's greatest need.

"Lease" Your Program

To become a knowledge wholesaler requires leasing your program to other groups. Give it away if necessary, but go "way out" in extending credit for retail teaching efforts by local leaders, cooperating groups, and other government agencies. Increased turnover of your educational bill of fare and more satisfied customers will be your reward.

The great Boy Scouts of America organization does not operate a single local troop, pack, or den at the retail level. These consumer outlets are owned and operated by civic, religious, or educational groups called Institutional Sponsors.

How effective they are in reaching over 3 million boys and a million volunteer men in scouting! How effective also in multiplying the effectiveness of a relatively small group of professional staff executives.

You are beginning to say we have been doing this in Extension for years—what's new about it? True, we have been and are working with and through other people as extension educators.

For example, on an average day in the U. S., more than 1,500 4-H meetings are being conducted by volunteer leaders without the presence of an extension worker. In home demonstration work about 65,000 study clubs are conducted by adult women who sponsor and receive home economics subject matter. In 1960, over 1¼ million volunteer leaders were actively engaged in forwarding some phase of the extension program.

(See Knowledge Wholesalers, page 153)

Working with and through Groups

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

WHOLESALING information to people through groups is a useful, necessary method for Extension today.

It is necessary today because of the changing social patterns and emphasis on economic development. When Dr. Seaman A. Knapp began his experiences that led to the development of the Cooperative Extension Service, he worked primarily with individuals. True, demonstrations were shown to other farmers in the area, but our first efforts were not with organized groups.

As Extension developed, so have related clubs and organizations. Early corn, tomato, and canning clubs led to 4-H and home demonstration clubs. Commodity groups sprang up and farm organizations came into being. Also, local, State, and Federal agencies, commissions, and services were created to assist rural people.

Today in Arkansas we list 81 of these groups in our annual plan of work. We also work with many others, especially at the county level, which are not listed. Without the assistance of these people, extension work in Arkansas would not have advanced to its place of importance in the State's economy.

Broader Contacts

In the broad approach to economic development and social improvement, Extension faces a need to work with groups outside the "traditional agricultural organizations." This in no means indicates less interest in agriculture, merely broader efforts to be of greater service to our clientele.

In our highly organized society one of the better ways to disseminate information is through special interest groups and organizations. These groups aid Extension in many ways—jointly sponsor activities and programs, provide demonstration sites, serve as advisors, lend public support.

As the educational arm of the U. S. Department of Agriculture and an integral part of the Land-Grant System, we in Extension can go only so far in assisting farm people to meet their problems.

Extension often faces situations where decisions must be made politically, regarding the effectiveness and success of farm people. We are aware that many decisions affecting agriculture are made outside agriculture. It is in these areas that we work with farm organizations who help to determine policy and program direction. Our responsibility is to furnish facts to these groups and not to become involved in political or controversial decisions.

Cooperative Activities

The Rural Community Improvement activity is an example of working with organizations. This is sponsored jointly by the Arkansas Farm Bureau, Arkansas Power and Light Company, Arkansas Press Association, Arkansas Council of Home Demonstration Clubs, Arkansas Rural Health Committee of the Arkansas Medical Society, and Extension.

In addition to making an awards program possible, these organizations serve the RCI groups by providing information on programs. Part of the RCI program is built around health, and the Rural Health Committee works with these groups in improving family and community health and sanitation.

As we work with these groups i this activity, Extension has oppor tunities to discuss, in broader scop other programs and in turn lear from them.

A cotton study in Poinsett Count revealed that the groups of peopl who deal in seed, fertilizer, an chemicals were second only to th county agent when the farmer want ed technical information. This point up the necessity of working wit these people and keeping them in formed of the latest varieties an technological advances developed b our experiment stations.

Often a day spent in discussin new technology with a group of farn supplies dealers will get more re sults than any other teaching proc ess. The same holds true in work ing with retailers of electric equip ment for rural homes.

The Arkansas Plant Food Educa tional Society has been helpful in State soil testing program. Over th past 3 years, 29 counties have par ticipated in an intensified soil im provement program. This has re sulted in more than 150 percent in crease in the number of soil test and 20 to 25 percent increase in th use of fertilizers in these counties.

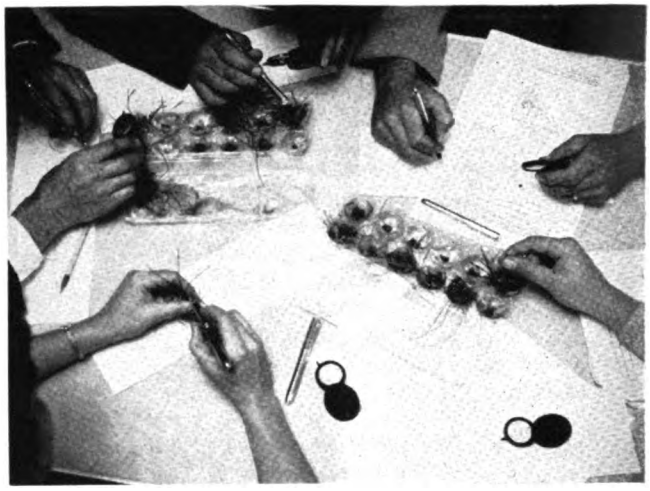
The activity offered local agents a opportunity to work with many coun ty groups. This cooperative effor helped our agents not only in th program but also other activities a groups learned more of Extension' program.

Extension holds workshops fo many groups which in turn becom leaders or teachers for others. Eac year we conduct a workshop for th Agriculture Committee of the Bank ers Association. Our specialists con-

(See With Groups, page 159)

Reaching a Million via Garden Advisors

by HOWARD H. CAMPBELL, Nassau County Agricultural Agent, New York



Garden Center employees learned how to identify turfgrass with the help of samples in plastic egg cartons. Pencil-type flashlights and hand lenses were furnished to "students" to aid with the identification.

"Do you see the ligule? Just below it is the collar. Do you find both of them?"

This was the method Associate County Agents Norman Smith and Harry Fries used when they and other members of the Nassau County staff met with nearly 300 garden center employees and landscape maintenance personnel at an all-day training school last February. Their purpose was to teach, in one 90-minute session, how to identify six kinds of grass.

To do this, all materials had to be well organized. Teaching aids included mimeographed line drawings showing the distinguishing characteristics of each grass (which had been greenhouse forced for the school) and flashlights and magnifying glasses for easy observation. Clear plastic egg cartons served as miniature greenhouses to hold the grass for study.

Table-Top Test

Seated in groups of six around tables the students watched Mr. Fries draw grass parts on a blackboard. Other agents passed among the tables and assisted individuals in locating the six distinguishing characteristics needed for identification.

At the start of this hour and a half period, the group was tested to determine how many could identify the six grasses. After instruction, the same test was repeated. Results were: 5 percent correct before training, 65 percent after.

Grass identification is one of several intensive training programs used by our county staff to teach commercial employees who are in daily contact with the public how to help people with their gardening problems. Employees of commercial concerns who have accurate resource information furnished by Extension, will pass it along to their customers.

The garden center program is under the direction of William R. Titus, who came to the Nassau County Extension Service after 3 years as assistant manager of a large garden center.

Several other teaching methods have been developed by our office during the past 12 years while the population explosion increased the residents of our county to 1.3 million. Inexperienced homeowners, beset by new problems, were constantly asking for reliable gardening information. The County Extension Service Executive Comittee directed us to proceed with a new program to serve more residents.

Agricultural agents make few home visits, except for unusual problems. However, a garden center owner may take an agent to examine a customer's problem. This serves two purposes. It is a means of keeping the agent alert, possibly to a new problem, and it offers the agent an opportunity to train the garden center owner to diagnose future, similar complaints.

Since April 1961, garden center operators and others have purchased 500 sets of two reference notebooks compiled by our office. One book contains Cornell and U. S. Department of Agriculture bulletins. The other contains mimeographed and printed material, letter size, prepared by agents. New material is mailed to notebook owners from time to time to keep the reference up-to-date. The material in the books is free, although there was a charge for notebook covers.

Eleven hundred "Garden Guides" are mailed each Thursday to garden centers and other commercial concerns dealing with the public. A compilation of the five 1-minute recorded gardening messages on our telephone message service each week is available. These are used to alert the public about current gardening problems.

Most garden centers post these bulletins for weekend customers to inspect. Landscapers use them to up-date control programs for weeds, insects, and diseases.

Experienced Advisors

Two committees advise agents. The 14-member Turfgrass Committee, which includes manufacturers, distributors, and users of materials needed to grow grass, have the experience necessary to look after 65,000 acres. Their recommendations are much sought after.

Six of the 11-member Garden Center Advisory Committee are former farmers. Familiar with extension methods, they are excellent cooperators.

(See Reaching a Million, page 155)

Extension at the Professional Level PAYS OFF

by EDNA WEIGEN, Maricopa County Home Agent, Arizona

"TRAIN the Trainer" programs have been used time and again in extension work. But few have paid off more handsomely than the program of education in nutrition on the professional level launched in Maricopa County.

As a result of a series of professional nutrition workshops, or seminars, scheduled annually the past 2 years, doctors, dentists, dietitians, nutritionists, and public health agencies now are pulling together to combat community misinformation.

What's more, they are keeping up with the latest developments in dietetics and human nutrition. At the same time, they have gained a better understanding of Cooperative Extension Service and how it operates.

Need Revealed

It all began in March 1959. At that time, June Gibbs, State extension nutritionist, helped plan and conduct a training meeting on family nutrition for home agents, teachers, and nurses.

With surprise, she noted that some professional nutritionists had not kept up with recent developments in the field. They relied on information received in college, as far back as 20 years or more.

"Why not start a program of education for those interested in nutrition from a professional standpoint?" she asked. Since half of Arizona's population is centered in and around Phoenix, within Maricopa County, it seemed logical to start the program there. The home agent, supported by all the county workers, laid the groundwork with key people.

The first step was to form a countywide nutrition council. It was felt that any program of this type must be "self-help."

The medical, dental, dietetic, nurses, heart, and health associations were asked to delegate an interested person as their council representative. Council members also came from the school lunch program, County Health Department, department of vocational education, institutions of higher learning, private industry, and public utilities.

This council, or committee, met first in December 1960. At that time, they decided the best course of action would be to schedule a series of evening lectures or seminars in March.

Four evening sessions a week apart were planned. All were to be aimed at the professional level. Major costs were to be defrayed by an admission charge.

Phoenix Junior College offered their auditorium and a visual aids technician. Committee members were responsible for notifying their professional group of program details.

Workshop Coverage

The first meeting featured Dr. Ruth Hueneman, nutritional scientist with the School of Public Health, University of California at Berkeley. Her topic was, "Interpreting Nutrition for the Professional."

At the second meeting, a panel of three local physicians, a dentist, and a nutritionist discussed family nutrition, prenatal to old age.

Dr. Frederick Stare, head of the Department of Nutrition at the Harvard School of Public Health, was speaker for the third meeting. His subject was food fads and fallacies.

The final meeting of the series featured a panel discussion on the us of nutrition information as an edu cational tool. The panel, made u of local persons, included a dietitia anthropologist, school lunchroom nu tritionist, physical education directo and a physician.

The series met with such favorab response that the committee vote unanimously to schedule a simil series in 1962.

In the second series, Dr. Evely Spindler, Federal Extension Servi nutritionist, discussed ways an means of improving teenage nutr tion. Gertrude Kable, manager the Home Economics Department f Ralston Purina Co. at St. Louis, di cussed the economic aspects of ba ancing a diet. Dr. Jeremiah Stam ler, director of the Chronic Disea Control Division for the Chica Board of Health, discussed recent a proaches to the prevention of athe osclerosis by nutritional means.

Reactions from Participants

After each series of workshop evaluation check sheets were give out.

Nearly all indicated that they f vor continuation of the series in futu years. Commented a public healt nurse, "I found that the meetin have helped me greatly in my unde standing of proper nutrition and i effect on the well-being of everyone

A home economics teacher wrot "They (the meetings) were we worth my time."

As a direct result of the worksh series in Maricopa County, a simil series was launched successfully i Pima County, Ariz., this spring.

Also as a direct result, the coun medical and dental associations ha put on nutrition workshops withi their own groups.

Homemaking teachers have bee most appreciative for the opportun ty to catch up on recent nutritiona developments. Several report tha they are using the information i their classroom teaching.

Last but not least, extension per sonnel from Maricopa and neighbor ing counties are passing on the new-found knowledge at every oppor tunity. A series of classes for la people is being planned. ■

embers of the Speakers Bureau (left to right) Joel Hodges, Jack Kassahn, 4-H'er Caro- e Brumley, Mrs. Dyalthia Benson, Home Agent Argen Draper, and Mrs. H. E. Miller, ain leaders from other organizations to tell the money management story.

Focusing on the Financial Facts of Life

y MRS. ARGEN DRAPER, Deaf Smith County
lome Demonstration Agent, Texas

More than 5,600 people have heard the "Money Management" story lanned by Deaf Smith County folks stir up awareness of financial acts of life.

Local needs spurred the Family conomics Subcommittee to plan a nancial program that would reach ll economic levels in the area. They id not feel limited by county lines. National surveys showed indifferice toward making wills, buying emetery lots, and generally sound usiness practices. A county survey owed that this applied locally, too. Local families were also found to eed help in: managing time, energy, id finances; keeping accurate bank cords; and joint husband-wife udy of credit and investments.

The Family Economic Committee as organized in October 1958 as art of the Extension county proram building.

Symposium Developed

Preparation for spreading the rift story began with a symposium-orkshop with the Toastmasters ub. Each organized club in the ea was invited to send one member to take this instruction. Training was given on: General Money Management, Managing Your Bank Account, and Wise Use of Credit.

"Family Relations" and "Family Finance" were substituted for "General Money Management" in the second symposium. Added to the program were "Thrift" and "Managing Your Charge Accounts." A Speakers Bureau evolved from the group taking the training.

The second symposium was recorded and televised on an area station. The committee's activities were covered in both local and area newspapers and on a local radio station.

Following the radio broadcast of a speech by Mrs. Dyalthia Benson, committee chairman, requests came from throughout the area for information on money management. Mrs. Benson was asked to talk on "Family Finance" at the annual convention of the Texas Home Demonstration Association.

The stories of Good Money Management or Family Economics have been told in this area by a number of methods. Letters were sent to the presidents of 100 organized groups offering the 5 topics by the Speakers Bureau. Study and civic clubs, Sunday School Classes, church groups, and PTA's have requested the programs.

The work of the Family Economic Committee has become widely known over much of the State. Committee members were invited to talk to over 100 groups after the letters explaining the program had been mailed to organized groups.

To make speeches more readily available, tape recordings have been made by members of the Speakers Bureau on the various subjects assigned to them. Printed copies of these speeches are available for use by leaders trained in money management.

In addition, a speech by Terrell Hodges, senior student at West Texas State College, on "Charge Accounts" has been added to the tape library. He had used materials from the bureau in preparing a term paper which served as the basis of his speech.

A film produced by the American Bankers Association, "Personal Money Management," was purchased by the Hereford State Bank and placed at the disposal of the Family Economic Committee. It was shown to more than 1,000 persons at the annual meeting of the Hereford Texas Federal Credit Union. More copies of the film have been purchased for use in other areas.

School Participation

Three high school homemaking classes heard the money management story presented by four committee members. The same series of programs was requested a second year. These programs aroused the school superintendent's interest, and he endorsed the committee's plans for offering the money management subjects in school. Arrangements are made with classroom teachers.

Fourth, fifth, and sixth-grade teachers were given information on the nationwide thrift essay contest. As a result, 223 themes on thrift were entered from local school children. Larry Paetzold of Hereford placed first in Texas and third in the national contest with his essay.

(See Financial Facts, page 159)

Power—Extension Team Makes Dreams Come True

by CAROLYN C. DRIVER, Rockingham Coun
Home Demonstration Agent, Virginia

Rockingham County, Va., home economists teamed up on a countywide kitchen planning workshop. Checking slides and photographs to use in their presentation are (left to right): Carolyn Driver, extension home demonstration agent; Mrs. Nancy Trout, home economist with the Shenandoah Valley Electric Cooperative; and Patricia Botkin, home economist with the Virginia Electric and Power Company.

DREAM kitchens were made realities for homemakers in Rockingham County, Va., through the 1961 "Home Electromation" program.

This statewide educational program is sponsored by the Virginia Farm and Home Electrification Council. Power suppliers, extension home economists, and agricultural representatives are spearheading the program at county levels.

Home Electromation is a 3-year program with special emphasis in 1961 on Planning Kitchen Work Areas and Selection, Care, and Use of Major Kitchen Appliances. In 1962 it is expanded to include Laundry Work Areas and Selection, Care, and Use of Laundry Equipment; in 1963 Home Environmental Control will be added.

To more closely tap the pulse of the area in planning a program that would interest and serve Rockingham County people, representatives from allied trades were asked to serve on the planning committee. Building contractors and suppliers; custom and commercial cabinet makers; appliance dealers; dealers in floor, counter, and wall coverings; homemakers; plumbers; health department personnel; vocational home economics and agricultural teachers were included.

The home agent, presiding at the first meeting, presented objectives of the "Electromation" program as:

To give families information on planning kitchen work areas; the selection, use, and care of household equipment; and use of work simplification principles.

To provide builders, contractors, and architects information on maximum and minimum work areas.

To provide equipment dealers information on homemakers needs, and to promote home safety.

A brainstorming session followed on: "What can we do to help homemakers in our area have better kitchens?" At that time the gro explored ways to develop a promoti program in the county.

At their second meeting, the co mittee planned a county program. series of newspaper articles were d signed to stimulate public intere A public workshop, planned duri the State emphasis period, afford good contacts with many people a made information available to ma who wanted assistance.

The local newspaper featur kitchen planning articles coveri two pages on four consecutive We nesdays. Pictures of area kitche and families added local color a interest. Articles were intentiona inclusive in order to reach peo who would read the newspaper, b not attend a meeting or call for pe sonal assistance.

Workshop Highlights

The countywide workshop offer a full hour and a half agenda. P tricia Botkin, Virginia Electric a Power Company; Mrs. Nancy Tro Shenandoah Valley Electric Cooper tive, Incorporated; and Carol Driver, Extension Service; conduct the workshop.

Program highlights included: sli and script presentation on princip of kitchen planning; and count floor, and wall coverings. Most the pictures had been taken by t home economists. These are also us for personal conferences.

Pamphlets and other kitchen pla ning aids were given those attendi During the social hour which fo lowed, home economists answer questions on individual problems kitchen planning.

The "Electromation" progra

(See Dreams Come True, next pag

XPANDING IOME CALLS

WINIFRED J. STEINER, Santa ara County Home Advisor, Cali- nia

ROUP home visits are replacing individual home calls in Santa ıra County.

Our county population has in- ased 7 times since 1944 and peo- are moving in at the rate of 00 a month. In a county becoming ıan as rapidly as ours, it would physically impossible to make ıdreds of home visits and still ry on other phases of the pro- m. So the idea of a group home t developed.

The group home visit evolved from a meetings on home furnishings. attracted tremendous crowds and sequently had many requests for home visits. The home furnishing meetings were widely publicized to attract newcomers.

When a homemaker requests a home call, we ask her to invite 5 to 10 others to share the visit, preferably people new to Extension. This puts the home call on a teaching basis rather than a consultation.

It also enables the home advisor to widen her contacts and reach people who might never come to meetings, especially young mothers with children. Many of them ask to be put on the mailing list and to be notified of the next series.

Homemakers requesting a group home call are asked to fill out a "Home Visit Request" form. On this they indicate color of walls, draperies, and rug; present furnishings; and the nature of the home furnishing problem. This information helps the home advisor to pack a kit of suitable teaching aids, especially fabrics of textures and colors which will be related to the furnishings.

Appointments are made several weeks in advance to allow the homemaker to contact her friends.

At a group home visit the homemaker is asked to explain her problem. It is more effective if she tells the group what changes she wishes to make. The home advisor jots down the problems as mentioned, then summarizes and suggests a method of approach.

Practical Applications

Suppose, for example, the homemaker needs new draperies, has a problem window, and lacks a coordinated color plan. We might discuss color principles first, then window treatments, finally choice of fabric and color for draperies.

The color wheel and other teaching aids are helpful in teaching or reteaching this phase of the course. Group discussion is encouraged and the group is asked to apply principles we have discussed.

The most frequent problems are choice of color and furniture arrangement. Often homemakers don't realize they have a problem with the way their furniture is arranged. Fortunately, with many willing hands in these groups it doesn't take long to rearrange furniture.

Several times women have decided, after the furniture was regrouped, that they didn't need new furniture after all. More effective use of what they already had was the solution.

A frequent comment by those who attend is, "Now I am going home to apply some of the new ideas I learned about today!"

Successful Device

In my opinion, the group home visit is an effective followup teaching device to a larger lecture-demonstration type meeting. It provides an opportunity for repetitive teaching to those who need greater help. It also helps the home advisor keep up-to-date on local housing and current home furnishing problems. This results in more realistic teaching.

Group home visits have been successful in home furnishings and may prove equally effective in such subject matter areas as home management, kitchen planning, improved storage, and the like. ■

DREAMS COME TRUE

(From page 144)

helped county people with kitchens and established better cooperation among allied trades who were acquainted with the willingness of power suppliers and extension to work with them and their customers.

Over 3,000 bulletins on kitchen planning were distributed. Newspaper articles, with a daily circulation to over 70,000 families, gave information to many people that would not have been reached otherwise. Over 100 people attended the workshop and home economists have worked individually with many different families on kitchen planning.

We feel that elements for a successful workshop are: advanced planning; good publicity; a definite time schedule; cooperation between extension, power suppliers, and allied trades; and enthusiasm.

Industry and Extension can work together effectively in conducting a cooperative educational program. It can be a rich and rewarding experience for professional workers, opening new and better avenues for extension programs. ■

Students participating in a food service workshop are working out problems in food cost control. Food demonstrations, put on by research laboratories of nationally known companies, are also interspersed with lectures.

FOOD SERVICE INDUSTRY in the market for Extension training

by JOHN M. WELCH, Extension Economist-Marketing, Food Service Industry Program, Missouri

ONE-FIFTH to one-quarter of the food eaten by American consumers reaches them through quantity food service establishments. More than 70 million meals each day account for $18 to $20 billion of the estimated $65 billion Americans spend annually for food.

These establishments use countless tons of farm-produced fibers in uniforms, tablecloths, nappery, and sidetowels. Hotels, motels, hospitals, and other institutions—part of the quantity food service market—use additional tons of fibers for sheets, pillowcases, spreads, carpeting, drapery materials, upholstery, and other uses.

This industry, therefore, has a considerable impact on the market for the products of the American farm—an impact which until the last few years has been largely overlooked.

Commercial food service, serving a "free" clientele which may eat or sleep where the individual chooses, is the Nation's fourth largest industry in dollar volume of sales. And it is the largest employer of labor. One person out of every six in retail trades is connected in some way with the quantity food service business. This segment of the quantity food service market accounts for about 70 percent of the total establishments which make it up.

The remaining 30 percent is composed of establishments serving a "captive" market, in which the individuals served have no choice but to accept what is offered. This includes hospitals, school lunch programs, armed services, correctional, and similar institutions.

One reason the quantity food service industry has been neglected in the marketing sense is that few people have recognized its remarkable rate of growth. At the turn of the century, approximately one meal in 20 was eaten away from home. Toda as the result of industrialization, u banization, high mobility of popul tion, and the increasing employme of women in industry, one meal every 4 to 5 is eaten in a quanti food service establishment.

Other sociological factors affe this growth. The increase in stan ard of living, which has made it di ficult for the average family to affo domestic help, also has increased t Amercian woman's desire for fre dom from menu planning, marketin food preparation, service, and clea ing up. In the "captive" mark the growth of the school lunch pr gram and the increasing populati of institutions of all types, as w as the size of our armed forces, ha been additional factors.

Because factors show signs of a celerating, the trend toward mo meals served outside the home w probably continue.

Education Needed

This great market, which has i creased 500 percent since 1930, nee the help of Extension. Particular that part of the market represent by the commercial, or "free" catego needs assistance. At present t category is composed largely small, independently owned and o erated units.

Many of these individuals are n educated, trained, nor experienced be executives in this highly compet tive field. The result is one of t highest rates of failure among e terprises.

Most present operators entered t business as employees. They devel technical skills, save money, and into business for themselves. Few them know or learn the elementa principles of management significa to success.

The resultant rate of failure repr sents a provable and significant ec nomic waste, to say nothing of t social and humanitarian impact the individuals and communities i volved.

Two years ago, the Missouri E tension Service employed an exte sion economist to specialize in t market. The specialist's salary w

(See Food Service, page 157)

Training Sessions Launched For Super Market Managers

by EARL H. BROWN, Food Marketing Specialist, Michigan

TODAY'S food stores are super markets in the true sense of the words. And managers of these giant emporiums must be multi-dimensional if they are to succeed.

Pork chops, canned peaches, and avocados are sometimes the least of their worries, as they work to protect their companies' assets and to get a fair return on their investment. Competition is severe and there is no sign of a letup.

Managers must also be responsible to their customers, employees, communities, families, and themselves. How to do this and do it well can be quite a problem. By being a better oriented, better integrated, well-rounded individual, the manager should do a better overall job of managing. And he should be capable of meeting greater challenges in the vast area of business management.

Non-Typical Approach

As part of its extension programs in food wholesaling and retailing, Michigan State University launched two Personal Success Programs for Super Market Managers in 1962. Initiated in Detroit and Grand Rapids, the programs marked a departure from the "typical" extension approach.

First, the audience was relatively new to the Cooperative Extension Service.

Second, the programs were designed primarily as self-improvement programs, aimed at helping the super market manager develop himself as an individual, broaden his perspective, and improve his understanding of concepts.

Third, the programs were relatively substantial and whole. They covered, in a fair amount of depth, over a 5-day period: the role of the super market manager, communications, super market management, the economics of super marketing, and the super market manager as a leader.

Finally, each participant was charged a registration fee to cover all out-of-pocket costs.

Michigan State University has conducted extension programs for food wholesalers and retailers since 1948. Beginning efforts concentrated on meats and produce in an effort to improve quality and increase shelf life. Clinics and short courses were held in every major city in Michigan.

Small group workshops were an integral part of the Personal Success Program for Super Market Managers. Author Earl Brown (standing), originator of the program, explains a case study to one such group.

In 1958, the program was reoriented toward operational problems, using the case study and demonstration store approaches to reduce operating costs and increase efficiency of individual firms. Recommendations were based primarily on USDA and university research, although modified to meet specific situations.

In 1961, university personnel connected with the program met with industry leaders to evaluate past programs and outline the appropriate role a university should play in the food industry. The committee agreed that past programs were helpful but did not represent the most important contribution a university could make.

It was felt that a university should concentrate on problems of an industry nature that individual firms were either unwilling or unable to undertake. It was pointed out that most of the retailers and wholesalers accounting for the bulk of the market had sufficiently trained personnel that they could study, interpret, and apply most research reports published by USDA, universities, and trade associations.

As a result of the committee's deliberation, it was decided that research and extension programs should be integrated with the following general objectives:

To acquire an understanding of the food distribution industry and assess the most important problems it will face in the future.

To help create an environment that is conducive to stimulating progress and efficiency in food distribution.

To impart research findings that will be beneficial to the industry and society.

To conduct educational programs designed to help individuals improve themselves.

Research programs are of three types:

Basic or Fundamental Research—aimed primarily at developing new

(See Market Managers, page 153)

Multiple-County Workshops Stretch Agents' Time

by HARLAN STOEHR, Assistant Extension Information Specialist, Minnesota

"I FEEL very fortunate to have had a part in this eye opener. . . . Sessions are very valuable and hope farm families have the opportunity to participate in more workshops. . . . These sessions . . . have started me thinking and planning."

Those are comments of southwestern Minnesota husbands and wives who took part last winter in a series of Extension sponsored Farm and Home Development Workshops. These workshops are a double-barreled approach to agent training and educational assistance to farm families facing today's complex management problems.

Some 271 farm families participated in 6 area workshops involving 31 counties. Extension agents in cooperating counties joined farm and home management specialists from the State extension staff to make up the teaching faculty.

Workshop Prelims

Nearly 4 years of planning and testing by State and county extension staffs had gone into the workshops. During the late 1950's a rising demand from farmers for intensive educational assistance with management problems took more and more time from agents and specialists. The idea of holding farm management workshops on a regional basis to more effectively use time and methods was approved.

Extension Economists Hal Routhe, Kenneth Thomas, and Paul Hasbargen developed a curriculum for regional workshops in which four or five counties would join. During the winter of 1960-61 economists and cooperating county agents held pilot workshops in southwestern and northwestern Minnesota.

County agents and selected farm families also participated to observe and evaluate the pilot approach.

Useful Gimmicks

Evaluation showed a strong point of the workshops was use of an example farm—an actual but unidentified Minnesota farm. This served to illustrate management concepts, demonstrate planning procedures, and show the effects of various changes.

Another strong point had a built-in weakness. The instructors made extensive use of material, published by extension economists and production specialists, to illustrate management principles.

"But it seemed we were stopping every few minutes to issue handouts," Routhe recalls. That prompted a decision to assemble discussion materials for the 1961-62 workshops in advance, issue material at the beginning of each session, furnish a looseleaf binder, and charge a registration fee to cover cost of the publications.

Although farming is primarily a family business, the pilot workshops at first offered little for farm wives.

Mrs. Edna Jordahl, extension home management specialist, was asked to develop and present material that could help homemakers analyze their situation and make plans for the future.

At 1961 district agent conferences, agents and specialists discussed key characteristics of farm families expected to attend, reviewed proposed course outlines, and established educational objectives for the workshop.

When plans for six area workshops were announced, communities and farm families quickly responded. For example, in Marshall, the publi school system revised its room sched ule to provide meeting space. Th Appleton Chamber of Commerce of fered coffee and doughnuts to work shop participants. A single newspa per notice and a few personal con tacts by agents brought in enroll ment requests for more than 40 t 50 couples per workshop.

Participants ranged in age from 1 to 58. They farmed 80 to 882 acre Some were farm owners; most rente some or all of their land. But all ha major management control of thei farm business.

Average gross income was $18,578 the range from $5,000 to $80,00 About half grossed less than $15,00

Dual Approach

By mutual agreement between su pervisors, specialists, and agents in volved, the 1961-62 workshops wer given a double-barreled approach.

First, they presented agent train ing in management concepts, prin ciples, and planning techniques. The they would instruct commercial far families in analyzing their own far and home situation and plannin profitable adjustments for the future That included off-farm income an the possibility of leaving farming.

First of the semi-weekly meetings joint presentations by agents an specialists, covered trends affectin management of the farm busines and family living. Mrs. Jordah emphasized and illustrated the im portance of pinpointing family goals Routhe discussed problems of the ex ample farm which would be used i the workshop sessions.

And there was homework. Eac couple was assigned to make a far and home inventory and to develo

assign priority goals for the ily.

ıe second workshop covered the agement process. Routhe and Jordahl discussed the principles ıanagement, related the process mple tasks—shaving and making e—and showed how the princi- related to more difficult jobs. ussion also centered on an analy- f the farm business and family ding.

›mework was for each family to e the labor load on their farm, ıp a family food budget, and ap- management and analysis tools ıeir own farm situation.

parate sessions for men and wo- were held at the third work- . Men delved deeper into alter- es for improving crop and live- : efficiency. Women studied ıiques of family budgeting and philosophy of wise money han- :. Homework assignment for fam- plan a home budget, analyze agement practices for their farm, discuss the content of separate ›ns.

ssion four brought husbands and ; together in small groups. Each p, guided by county staff mem- was asked to plan a possible and livestock enterprise for the ıple farm. Homework assign- ; this time was to work out al- ıtive enterprise possibilities.

ne during the final session was ted to reports from small groups ·ding possibilities for the ex- e farm. Discussions centered nd putting the plan into action, ·ds to be kept and analyzed, and ıiques for developing yearly ding plans.

graduation exercises extension nistrative personnel challenged cipants to use the knowledge d gained.

Values Reflected

least 16 such workshops cover- 6 Minnesota counties and reach-)00 to 1,000 farm families are ıed for 1962-63. Evaluation s for the past season's series re- a high degree of participant 'action.

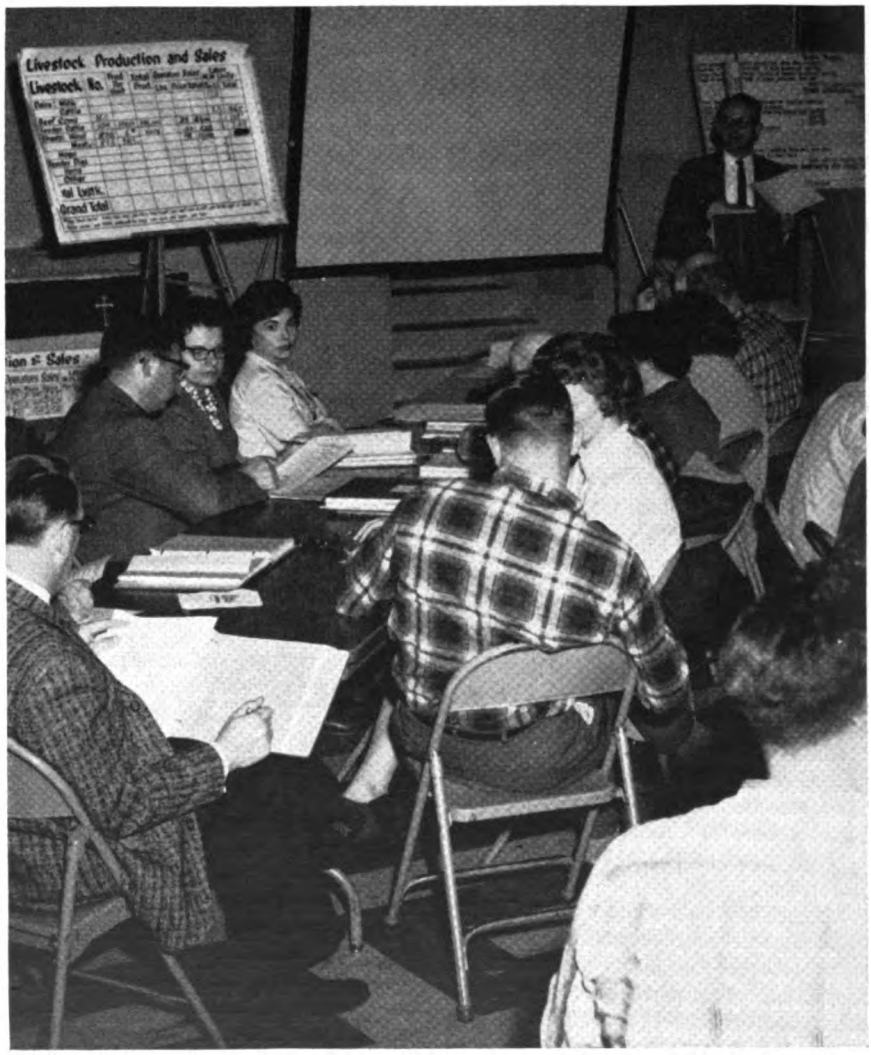
t in the future, the management ·ss, planning procedures, record analysis, and management techniques will come in for greater emphasis. Participants indicated a desire and need for greater knowledge of these areas.

There's no doubt in the minds of specialists or agents who conducted last year's series that area-multiple county workshops offer opportunity for greater depth of training and more efficient use of agent and specialist time. Last winter's area workshops required 30 sessions. Similar meetings on a single county basis would have required 150 sessions, a truly impossible task.

Routhe's analysis indicates that with specialists assisting in three of an area workshop's five sessions, total time spent in preparation, presentation, and attendance would total 6½ hours per county in a 4-county workshop.

Each county agent involved would spend about 40 hours working with a 4-county workshop; he would invest about 90 hours in preparing and conducting a workshop in his county. There's a saving in time for coordinating, planning, and traveling to area workshops, too.

An important effect of the area workshop approach is to leave more time for extension personnel to give followup assistance to families or meet other responsibilities. ■



Extension Economist Hal Routhe discusses cropping alternatives at one of Minnesota's areawide Farm and Home Development workshops. Systematic record keeping and home management principles were presented to the same group by an extension home management specialist.

4-H Club Work Serves Special Groups

Many unusual opportunities for service and education present themselves to Extension. Each effort to serve a special group will extend our reach to more people. The following short stories illustrate the variety of special groups which 4-H club work serves and give an idea of the impact this can have.

As one agent who helped us obtain these articles said, "I'm sure that the enclosed article will explain why I am extremely enthused with the results of this endeavor on the part of the project leader and community club leader to whom the entire credit must go. I assure you that continual interest and support will be rendered toward all future 4-H activities carried on with this group."

Program Contributes To Rehabilitation

LONG Lane School at Middletown is Connecticut's correctional institution for girls committed by the juvenile courts. Our 4-H club there, now 7 years old, was the first of several led by volunteers from outside the school. Girl Scouts, Tri Hi Y, garden club, and acrobatics club are also active.

Clubs are part of a total rehabilitation program which returns a high percentage of young women to the community as good citizens. They operate as much as possible like similar groups "on the outside."

The 4-H club plans its own program. Projects have been as ambitious as shopping for materials and making garments, and as simple as a 1-meeting craft.

Quince trees were discovered on a nature walk, and jam was made at the next meeting. No one had seen quinces before. Making cider with a hand press was another new experience.

The girls make things to sell for their treasury, and contribute money and services to many community projects. Some members attend camp and other 4-H activities.

Like all teenagers, they like fun and food, and are energetic, generous, and idealistic. Unlike the more fortunate, they are low in self-esteem and lack confidence in meeting the public. Being a club officer or committee member or assisting at a county 4-H event can help a girl feel she is a worthy person.

Two things have been necessary for success with this club—flexibility and adaptability of 4-H program and leadership, and interest and close cooperation of the school staff, headed by Ethel Mecum.—by Mrs. Marion S. Watson, Middlesex County Club Agent, Connecticut.

Developing Skillful Hands

EDUCABLE, mentally handicapped children must develop skillful hands because they will earn their living in manual, repetitious labor. So the Kalamazoo public school curriculum for these children includes an extensive craft program.

During the first year of the special education program, the children had little initiative, no definite goal toward which to work, and little recognition for projects completed. The second year a 4-H club was organized.

An hour each school day was devoted to 4-H projects in wood craft, electricity, clothing, and knitti Some children completed projects two or more areas.

With encouragement and enthu asm from the leader, the work p gressed. The monthly social me ings, where everyone discussed 4-H work, demonstrations given other children, the trip to the Cou Building to see the work of all children of the area, and the i that a ribbon might be received— gave a definite incentive and goal

When all projects were comple and labeled, they were displayed the hall at school. Other childr teachers, and the principal com mented the workmanship and s displayed. The mentally han capped children began to have a fe ing of pride, success, and achie ment in areas that other childr did not have.

Questions such as, "Did you rea make that dress?" or "How did y make a flashlight?" were heard. T smile on the faces of the children they answered proved that 4-H c work was worth all the effort.

The projects were entered Achievement Day without spec identification. In a life situation th children would not be given spec privileges. When the judging v completed, five blue and eight r ribbons were awarded to these ch dren!

All articles with 4-H ribbons tached were displayed in a downto store window for a week for all t community to see the results of t efforts of these children. And last the winning exhibits were again d played at school. The entire sch was justly proud of the accomplis ments of these children.—by M Eva Kaiser, Project Leader, Kalam zoo, Michigan.

Opportunity for Personal Growth

A DEEP interest in giving childr the best opportunities availal for personal growth led to the fo mation of a 4-H club for the ch dren in the Marshall County, W. V Child Center.

The Marshall County Child Shelter a home maintained by the County ourt for children from broken omes. Boys and girls are placed ere by the Department of Public ssistance. Some are eventually aced in family homes or perhaps ken back to their own homes after nditions have been changed.

Austin Rine, Child Center superinndent, felt that 4-H was what the ildren needed.

Ten children were in the age group id became members of the first ub. Evelyn Shook and Mrs. Sarah mbie, from a nearby community, came the leaders. The new mem-rs carried projects on strawberries, rdening, rabbits, home grounds

rshall County, W. Va., youngsters in the Child Center proudly operate their own l club, complete with officers, meetings, and projects.

provement, handicraft, sewing, d preparation, and canning.

Nine members attended county mp. They raised most of their own mp fees by a refreshment stand at unty 4-H Activity Day. They cted a welcome sign at the shelter rance as a community project, yed in the 4-H softball league, rned program planning, and rned how to conduct a meeting.

Best of all, perhaps, these youth de friends and developed whole-ne attitudes.

This year there are 18 members.

It is amazing how much these ldren have learned in 1½ years," Mr. and Mrs. Rine who lend ry effort to see that "their chil-n" have the same opportunities as others.—by Halley J. Hubbs, Marshall County 4-H Club Agent, West Virginia.

Insight

For more than 20 years, the Hartford County 4-H program has been an extra-curricular activity at Oak Hill School of the Connecticut Institute for the Blind.

The 20 all-boy membership takes care of a laying flock of 100 birds, provided by the Hartford Lions Club. These members feed, water, and cull the birds in addition to cleaning coops, grading and packaging eggs, and finally selling the eggs.

These members of the 4-H Acorns also have full responsibility for an asparagus patch. Several of the boys go off campus to deliver eggs and asparagus to their regular customers.

Every month the club secretary sends to the 4-H office a typewritten report of meetings and project work. The club met all the State requirements for a charter which it received in 1959. Leader of the group is Paul Farina, recreation director at Oak Hill School.

The Hartford Kiwanis Club provides scholarships for four of the members to attend the State 4-H Junior Leaders Conference. They are represented at many 4-H functions by their talented jazz combo. And they exchange visits to 4-H meetings with other clubs.

As 4-H members and leaders can testify, these boys are "regular guys." They have fun and enjoy all the usual activities of youth. The Acorns are delighted with their new friendships. And other girls and boys have gained real insight in life.—by Ronald F. Aronson, State Club Leader, Connecticut.

Healing Therapy In Activity

There is healing therapy in 4-H dairy club work. Successful activity was undertaken at the State school for the mentally retarded at Nampa, Idaho, by the Canyon County extension staff.

At the suggestion of Earl Cochran, chief of training, and Henry Schoeing, livestock supervisor at the school, the extension staff organized a dairy club. Nine members, of physical age 35 to 42, studied dairy bulletins and selected heifers from the institution's Holstein herd. Eight completed the project, assisted by Bob Crandall, occupational therapist; John Acree, dairyman; and extension leaders.

They developed a real sense of responsibility and each was proud of his heifer's progress, according to Ralph Hart, county agent in charge of 4-H club work.

A show was conducted at the school in July. Hart judged quality and fitting and showing. While presenting prizes, C. M. Carlson, manager of Boise Valley Dairymen's Cooperative Creamery, said, "It is a pleasure to work with boys that show such interest and desire to learn."

Cochran, chief of the training section, said: "For the first time I have a waiting list of boys wanting to be transferred to the dairy barn as a result of 4-H work and the show. After receiving this training one boy went to work on a cattle ranch for the summer. He did a good job and the people were happy with him. He returned this winter and was hired by a veterinarian to assist with calf vaccination."—by Cedric d'Easum, Assistant Editor, Idaho. ■

COLLEGE RESOURCES BOOST CAREER EXPLORATION

by RICHARD W. HILL, Guernsey County Extension Agent, Ohio

If you were to go back to high school, what would you do differently? What courses would you take? What outside activities would you participate in?

College students, former 4-H club members, face questions like these when they serve on panels at club programs. 4-H'ers quiz them on costs of going to college, social life, what to wear—a variety of questions on what to expect in the future.

This panel of young college students is featured each year at discussions on careers. One of our most successful career exploration activities, this special meeting each year is conducted by the county junior leadership club.

We try to have as many colleges as possible represented on the panel, and we urge younger college students to take part because club members are more likely to remember them.

Meetings are usually informal. Much of the real participation comes after adjournment as youngsters gather around the panelists to seek off-the-record answers.

Helping children develop into mature persons with attitudes and abilities needed to live satisfying lives seems to be one way of stating the objective of 4-H work. Perhaps one of the most valuable contributions 4-H can offer youngsters is guidance in choosing a career intelligently.

We think it is possible to create interest in careers at the time club members select their projects. With more than 100 projects from which to choose in Ohio, it often is possible for a club member to select projects in several areas in which he might someday want to work.

Each year when discussing project selection with members, parents, and advisors, we point out the possibility of using projects to explore interest areas. We believe this may give club members help which will be valuable to them in the future—help in choosing a worthwhile career.

College Career Days are publiciz locally, and often we help arran transportation to them. These C reer Days offer club members, pa ticularly those in high school, o portunity to explore college curri ula which will prepare them for va ous careers. Career Days staged Ohio State University's College Agriculture and Home Economi usually include panel discussions faculty members and upperclassm and tours of campus facilities.

On one occasion a qualified gui ance counselor spoke at a meeting the county junior leadership club.

On another occasion club discu sion was based on the leaflet, Le Explore Careers. This is one of series used in connection with Ohi "Teenage Talkover" project. Pr pared by Dr. Robert W. McCormi Ohio Extension's assistant director training and research, the leaf is designed to offer young peo guidelines in choosing a career. suggests five types of occupatio which club members may consider exploring their interests: worki with things, people, ideas, symb (such as writing or drawing), a working with beauty (such as mu and art).

Inherent Influence

We have no idea what effect 4- participation has in helping a b or girl decide on going to college. B we believe it certainly has some.

Some 4-H members appear make their career choice early life and stick to it with succe Others do not find the job they li best until long after high scho This would indicate that a good c reer exploration program for 4- is one that operates at all times a at all age levels, with perhaps ext concentration at the early hi school age.

Perhaps the entire 4-H effort one of the best career explorati programs. We plan to continue t efforts we have found valuable in t past. And at the same time, we sh be seeking new ways to guide o boys and girls into careers in whi they will find satisfaction and happ ness. ■

KNOWLEDGE WHOLESALERS

(From page 139)

Despite such outstanding success stories, many of us still resemble itinerant teachers. We should be operating at the county superintendent level! As such, we would be organizers, coordinators, recruiters, and wholesale managers.

This issue of the Review is planned to help us look at our educational job in that way—as coordinators or wholesalers. You will find examples of training schools for health educators, garden center employees, and other groups that have multiplied our reach.

All Things To All People?

Today, as Extension moves into new horizons of program content, serves new clientele, and works with more organizations and agencies, we sometimes hear a plaintive voice—"But we can't be all things to all people;" or "We must be something specific to somebody."

We agree, if the expression means that no one agent can be wise enough and effective enough to serve all needs of all audiences, all the time. But we disagree, and violently, if such cliches are used as a smoke screen of inadequacy behind which we hide because we cannot keep up with people's needs.

Annual plans of work which we read in FES give strong evidence that most State extension services are moving toward more specialized competence in both State and county staffs. This results in greater depth of subject matter and educational service, and it applies all across the board to our work in agriculture, 4-H, home economics, marketing, and resource development programs.

Better trained, better qualified personnel results in better programs. But it also results in demands for more services from a wider range of clientele. This is why we are requested to move into suburban and urban areas. People like and want the kind of help we can give.

Two answers for the question of "all things to all people" are suggested. First, we will have *more* specialized, knowledgeable staff in Extension—not less. But these workers may cover more geographic territory in their educational work. And this means doing more knowledge wholesaling to cover their assignment.

Secondly, we must cover a wider range of information and subject matter in order to serve new clientele. But this means we will train more people more specifically to fulfill specific needs. In short, this is, in part, the problem approach to extension education. We will call upon many resources to resolve the complex problems of the more varied audiences to be served.

When you sort and sift the multitudinous volume of requests answered and problems resolved, it's a broad program. When you consider how much information it takes to solve the important problems of people, you see us as a program with depth.

Outmoded horse and buggy personnel, equipped only with low-leverage hand tools, will not be powerful enough to accomplish the tasks ahead. Let's try being knowledge wholesalers. ■

MARKET MANAGERS

(From page 147)

knowledge, concepts, theories, principles, and research methodology.

Applied Research—designed to provide insight into problems that have both short and long run industry and social implications.

Cooperative Research with individual companies and trade associations —to provide answers to immediate problems that face firms, calling on the research knowledge and broad background of university faculty members and to obtain access to confidential information for case studies.

Insofar as extension programs are concerned, it was felt that the university's resources could best be used to conduct educational programs aimed primarily at the development of individuals as people, helping them expand their conceptual level of understanding. Programs designed to train individuals for specific jobs should be conducted by the companies themselves.

As a result, three extension programs in food wholesaling and retailing are in progress:

Personal Success Programs. These are self-improvement programs for relatively small, homogeneous groups.

The individual and his job are used as the focal point. However, emphasis is placed on the individual and his development rather than on the mechanics of performing his job.

The Personal Success Program for Super Market Managers, meeting every other week, was the first of these; others are being planned.

Special Seminars. One or 2 days in length, these seminars use topics of current interest as the focal point. Their purpose is to disseminate research findings and draw attention to current problems.

Cooperative Company and Trade Association Programs. It was felt the university's resources should be used, not to conduct company training programs, but to help individual companies implement and improve their own programs. One staff member is currently working with a cooperative food wholesaler in developing an overall training program for their 400 retailer members.

The Personal Success Program for Super Market Managers was developed in cooperation with the Michigan Food Dealers Association, the Michigan Chain Stores Council, and various food chains and wholesalers.

Registration was intentionally kept small to encourage individual participation and discussion. Sixty-four paid registrants attended the two programs and received certificates.

On a 5-point scale, participants rated the overall program—Very good, 48 percent; Good, 50 percent; So-so, 2 percent.

All 64 said the program should be offered again and indicated they would recommend it to a friend.

Top management said the program filled a definite need. They liked the idea of 1-day sessions every other week because it does not interrupt the regular work schedule.

It is my opinion that the Cooperative Extension Service should conduct and sponsor more programs aimed at the individual and his development. Of course, this means going more deeply into subject matter over a longer period of time than usual. Acceptance of the super market program partially substantiates this, and the approach merits experimentation in other areas. ■

Extending Education to COOPERATIVES

by LEON GAROIAN, Marketing Management Specialist, Oregon

"THE Extension Service has been extremely helpful to my department managers and their fieldmen, but this is the first time Extension has provided me with managerial assistance." That was the gist of a statement by a general manager of a large-volume cooperative after we had presented a written analysis of the feasibility of embarking on an egg marketing program for members of his cooperative.

About 30 years ago, Extension had helped farmers organize that cooperative. Once since then we helped in its reorganization.

The co-op manager's statement illustrates two points:

(1) Extension cannot revel in past glory. The prevailing concept seems to be, "What have you done for me lately?"

(2) There is growing recognition among executives that a properly staffed Extension Service can make substantial contributions in improving their training and education. As managing becomes a science as well as an art, there is more readiness on the part of executives to learn how to apply the newer managemnt concepts and tools. And educational programs on this level have a direct impact on farmers.

These points serve as the basis for relating some experiences in Extension's educational work with farmer cooperatives.

Extension programs with cooperatives date back to the beginning of Extension in many States. Early emphasis assisted farmers to develop new markets where none previously existed, and to improve markets where farmers were not receiving adequate prices or services.

Changing Role

Gradually the need for new farmer-business organizations diminished as existing cooperatives expanded services, and proprietary companies grew more sympathetic and responsive to farmers' problems. Attorneys and accountants in the specialized needs of cooperatives and an expanding number of professionals are now available to assist farmers and their cooperatives.

Extension's educational role with cooperatives has changed as a re of internal and external forces aff ing cooperatives.

External forces are those c which a business entity has li control. Changes in technology; number, size, and functions of c petitors; degree of vertical inte tion of competitors; accepted sta ards of industry price schedules; changes in buyer product specifi tions, terms, and price determinat are examples. To remain succes agricultural businesses must adjus these external forces; they must flexible in organizational struct finances, and personnel.

Often, executives have trouble d tinguishing various external for and determining the relative sign cance of myriad events in const change. Extension education can tremendously effective in this are educational programs are well form lated and synchronized to the ne of this clientele.

Such programs should be useful predicting trends and important rections for human consideratio and present alternatives and prov guidelines for administrative cons eration.

Outlook provides a typical exam of how a traditional extension p gram may be geared specifically agricultural business. With so modification, outlook for busines can be helpful in predicting busin trends and in pointing directions.

Management Assistance

Extension's educational progra relating to issues internal to the operative are often more challengi We refer to programs developed increase management and direc understanding of management fu tions, improved methods of decis making, organizational and mana ment audits, and operations analy

The last two, organization a management audits and operati analysis, are effective teaching te niques. They enable management experience the application of n economic tools and organizatio concepts to their own business. represents the modern applicat of the extension demonstration te nique.

Our monthly publication—M

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The above example typifies what many State Extension Services are doing today. During the past year, almost half the States conducted one or more similar educational programs with farmer cooperatives. In almost every instance increased wealth to farmers was the result.

The county agent was involved more or less directly in several of these analyses. As pointed out, Extension's role in working with farmer owned cooperatives has changed. The educational job of increasing efficiency of operation, management know-how, and providing needed services is the big one.

But, county agents can have a role here, too. They have, for example, provided sociological, historical, and area potential information, cornerstone for the analysis.—by Paul O. Mohn, Chief, Marketing Firm Management Branch, Federal Extension Service.

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gement News for Agricultural Bus-ess—presents information tailored ecifically to executives and direc-rs of agricultural business. This page, multilithed publication was veloped to serve three purposes: velop a specific topic in sufficient tail to be educational and useful to r clientele; provide a working ref-nce for managers and directors in functional area of management; d provide supplementary reading d reference material for our man-ement and director conferences or minars.

The functional area covered in the st series is financial management d controls. Other areas to be veloped include operations, person-l, marketing, and general manage-nt.

Potential Support

These functional areas apply main-to internal business forces, an a in which Extension has yet to ke a significant contribution.

In Oregon, we've found the man-ement seminar effective in reach-top management of agricultural sinesses, including cooperatives. Our 3-day "Planning for Profits" minar on long-range planning drew managers—all skeptical of what Extension could do. Since then, we've received requests to repeat "Planning for Profits" to enable other employees from firms attending the first seminar to gain this knowledge. Managers attending "Planning for Profits" have asked for another seminar on another functional area.

The management audit is a potent educational tool in the hands of an experienced extension worker. It enables an outsider to evaluate the effectiveness of existing organizational structures, channels of authority and sources of difficulty, and relationships between directors and managers and between managers and subordinates. The three audits conducted last year resulted in marked internal improvements and are reflected in higher earnings.

Through operations analysis, management gains understanding of analytical methods of evaluating performance. Last year we showed managers and boards of directors of two cooperatives how profits could be enhanced by shifting quantities of products processed. One cooperative changed from $50,000 loss to $247,000 earnings in a year.

We're on the threshold of a director education program. The objective is to improve the performance of directors of cooperatives and proprietary companies.

The program will center mainly in developing better understanding of management functions, and improving the decision-making framework of directors. After testing in Oregon, this program, sponsored by a Federal Extension contract, will be introduced to other States.

Educational work with cooperatives provides opportunities to make significant contributions to farmers' income, if Extension is willing to tool up for the task. To be effective, extension programs must be developed specifically for this business clientele, and be staffed with competent personnel.

Our experience indicates cooperative managers and directors are eager for more extension educational programs. Our mission should be to fulfill this need. ■

m R. Titus (center with back to camera) explains steps in making a new lawn at a ass field day for Nassau County homeowners. His discussion group was 1 of 5 op-g simultaneously and repeated several times for the 1,200 who registered.

REACHING A MILLION

(From page 141)

Twelve years ago the Division of Parks set aside four acres of land at Nassau County Park for our use to study turfgrass. Plots were established to compare weed and disease control chemicals. Grass variety plots were also established for comparison and to observe the response of fertilizer and lime treatments. These plots are useful in demonstrating good practices for lawn management.

The research program is directed by personnel at Cornell University. Turfgrass and ground cover demonstrations are supervised by local extension staff.

Meetings, tours, and field days are held several times annually to show both research and demonstration plots at Nassau County Park. Plot findings are the basis for revising local recommendations.

This urban program is financed almost entirely from Nassau County appropriations. Less than one percent of the funds come from the U. S. Department of Agriculture.

Frustrations? Yes. But the public is satisfied and seldom misses saying, "Thank you." ■

putting publications Where People Are

by LYMAN J. NOORDHOFF, Publications Program Leader, Federal Extension Service

ALL of us—agents, specialists, editors—have dozens, even scores of places we can distribute publications efficiently. More places than we may realize.

And they all meet the definition of efficient distribution: to place needed booklets with interested readers on time and at low cost.

Wholesaling, selling, and retailing are your three methods of distribution. Wholesaling means distributing through garden centers, banks, laundromats, factories, feed-seed-fertilizer stores, and the like. Wyoming calls these "self-feeder" places of audience concentration. Like more States are doing, you can sell, either by individual order or in bulk. And we've long "retailed" booklets direct from agents to readers.

Two recent decisions give impetus to wholesaling and selling. In his consumer affairs message to Congress in March, President Kennedy stated he was directing the Postmaster General to display and sell government publications useful to consumers in at least 100 selected post offices as a pilot test. This trial likely will begin this summer.

Secondly, in late April USDA's Office of General Counsel ruled that States may now sell booklets printed with federal funds. This reverses a 1938 ruling. States have always been able to sell booklets printed from State funds. Sales are allowed from either fund only if State law permits.

For efficient distribution, by whatever method, *remind people often and in many ways of your booklets,* and *put them where the people are.* Repeated offers, plus easy pickup are both needed.

In a nationwide survey, publica-

Two publications are distributed at this exhibit of H. E. Wichers, Washington State rural architecture specialist, to show an easy method of planning a home. A post card size list of 13 available publications with agents' addresses, goes to all visitors. Attendants give copies of the 8-page 2-color bulletin only to those really interested in the planning method. About 15,000 people have already seen the exhibit.

tions editors and State distribut officers named scores of old and distribution places or points. Yo find 38 named in this article. Y coworkers found these successfu

Wholesale Distribution

In Bossier, La., (39,000 popu tion) home demonstration agent sy R. Alexander emphasizes wh saling. In a first-time trial du 1961, she distributed about 3,000 ies of 24 titles, mainly to "new tomers" with no former Exten contact.

Women picked up the actual bo lets in 13 types of stores like goods, milk route, grocery, elec co-op, sewing center, and recrea center. Store owners and women responded favorably. Bulletins c the agent's name and address.

Several full-time urban agents Oregon also are pleased with res from wholesaling. They say chants welcome the displays.

Bill Corey, Rutland, Vt., cou agent, keeps racks filled with 10 propriate booklets in two garden ters. He reports, "Our garden plays are very successful. Many c mercial fieldmen distribute our bu tins during their farm visits."

Last fall in South Dakota, M County Agent Dave Blanchard tributed 400 copies of "Coo Pheasant" through freezer loc hardware stores, and groce Placed just before hunting season most cases the supply was not eno

Statewide wholesaling is comm too. Last summer, Georgia mar ing specialists helped several supermarkets promote fresh peac Part of the store display was an tension-written booklet to housewives select peaches. The lications editor writes: "Participa supermarkets reportedly dou their sales and marketing specia feel the publication played a role in this success."

In Pennsylvania's series of leaflets on dairy cattle breeding ciency, probably more than half 120,000 copies were distributed dairymen by artificial breeding te nicians. They picked up their co from agents. Co-ops paid for pr ing 40,000 copies of one 4-color fol Extension paid for a 10,000 rep

Pennsylvania also wholesales rough seed firms (wholesale and ail), chemical dealers, fertilizer alers, landscapers, and nurseries. Missouri dairy plants and co-ops ve distributed 44,000 Dairyman's lendars during 1961 and 1962 and ect-mailed some 100,000 copies of first eight accompanying folders, each month, with milk checks. After successful experience with ndromats, Delaware is trying fur- "to exploit the idea of distribu- g booklets in public places." New sey editors are helping agents dis- bute booklets through roadside nds.

South Dakota gained 2,500 more ders at no cost. An electric op reprinted an entire fact sheet drying grain in their monthly gazine to members.

The beautiful thing about coop- tion needed in wholesaling is that preads. In 1960 Cleveland Kiwanis bs campaigned with Extension for e use of power mowers. Members sonally delivered 15,000 copies to urban home owners.

ince then a manufacturer of mow- has asked to reprint the folder include copies with new mowers. d several counties have conducted ety campaigns through Kiwanis 4-H.

Selling Methods Increasing

Selling, the second method, is wing more common. We already on a limited scale; we're permit- to sell more widely now by USDA ng. People are willing to pay, people's demand for booklets en exceeds our supply.

uring the first 5 weeks this spring, th Carolina editors offered Suc- ful Rose Culture for sale. They ed posters with coupons for or- ng in 28 garden centers, hardware es, variety stores, and groceries nd Raleigh.

alifornia's yearly sales amount to usands of dollars, mostly in 15¢ 1 items. Sales average about 50¢ perhaps 95 percent of all sales ndividuals. About half the coun- offices, plus regional offices at keley and Davis, sell booklets. eorgia encourages bulk sales. Spe- sts send an information copy of publications to all industry lead- ers in that field. These firms in turn usually order a quantity at cost for distribution to dealers, salesmen, and customers. This point-of-sale technique "not only gets the extension message across, it helps sales of proven farm supplies," Georgia reports.

Ohio, Indiana, and Minnesota have sold 2,000 to 8,000 copies in smaller bulk lots to sugar beet processors; electric utilities; water softener dealers; crops, dairy manufacturing, and horticultural firms.

Illinois received about 3,000 requests after a nonfarm periodical listed a booklet for 15¢ per copy. A few years ago a notice in a farm magazine brought in 1,700 orders at $1 each for a housing publication.

Retailing Direct

And let's not forget our normal "retailing" direct to readers. North Carolina is "getting excellent results by sprucing up old, tried, and true methods," especially radio-TV. Rhode Island is promoting booklets more and more—with good success—through TV spot announcements.

In King County (Seattle), Wash., bulletins distributed skyrocketed from 37,500 in 1960 to 102,000 in 1961. County Agent Ralph Backstrom and Home Agent Helen Steiner give two reasons: more radio programs plugging bulletins, and greater distribution through garden stores.

As part of Oregon's abundant foods distribution program for needy persons, editors briefly described eight publications on a special list given out at food distribution centers.

"We think individual requests for about 8,000 copies of these bulletins have been a direct result of this experiment," they report. "Most of these are from low-income families with no previous Extension contact."

Distribution at exhibits is another proven method. Copies requested at Wisconsin State Fair have jumped from 17,500 in 1958 to 102,000 in 1961. Orders average 6 or 7 of the 25 booklets offered. People simply write their name and address on the sign-up list and check their choices. There's no attendant at the booth, not even a display of sample publications!

Publications are meant to be read and used. This requires efficient distribution. In other words, tell people repeatedly of your booklets and make it easy for people to get them.

Your coworkers have told of places or ways they distribute booklets efficiently. We all have these same opportunities to serve people better—more opportunities than we may realize. They're waiting to be used. ■

FOOD SERVICE

(From page 146)

subsidized for the first 3 years by the Missouri Restaurant Association. Activities are directed by a Faculty-Industry Advisory Committee, composed of representatives of the university faculty and of interested trade and professional associations and State departments.

Program for the Market

While determining the educational needs of the market through research, on-campus short courses and field clinics have been conducted. "Food Service Industry Career Guidance Councils" have been formed in two major metropolitan areas to work with the local school systems in providing adult vocational level food production employee training. Resource material for these courses was furnished by the specialist. He also has conducted workshops and educational meetings for local associations, worked with food service firms in consultation and in management case studies, and prepared extension circulars and bulletins on food service operating problems.

Plans for the future include extension of the clinic presentations throughout the State, preparation of resource material for advanced and supervisory courses to be offered through the public school system, teacher training to extend the skill level courses throughout the State, and additional publications on food service management problems, including the results of the case studies in the restaurant, hotel, hospital, and school lunch fields.

Through educational efforts with these people, Extension can reach out to a much broader audience and contribute to the well-being of entire communities. ■

Montana's Mobile Campus will transport visual explanation of the college's services to residents all over the State. The map (center) shows location of services of Montanna State College; under the loudspeakers (for messages to crowds outside) is a shaded s for showing motion pictures and slide programs.

EXHIBIT TRAILER Spreads the Good Word

by LOUIS G. TRUE, Assistant Director of Information, Montana

To bring the instruction, research, and extension services closer to the people it serves, Montana State College has developed the MSC Mobile Campus. The Mobile Campus is almost a college on wheels—a trailer filled with displays.

Few people take the time to visit their State college to find out about its services. The Mobile Campus, being taken to all sections of the State, will bring the college to the people.

The trailer was selected because it is a different means of communication, has attractive displays, and presents MSC services rather dramatically. Successful experiences with similar displays in special trains years ago stimulated interest in the Mobile Campus.

All-College Planning

The MSC Alumni association was interested enough to buy the house trailer; the college obtained a surplus truck. The Cooperative Extension Service is responsible for taking the Mobile Campus to the people.

An all-college committee had the job of getting the trailer ready for the road. They decided to use the trailer to commemorate two historic events—the centennials of the founding of the U. S. Department of Agriculture and the Land-Grant Colleges.

A second purpose was to picture MSC as it is today. Displays now in the trailer illustrate how MSC contributes to the social and economic development of Montana and reaches into most homes, chiefly through the Cooperative Extension Service.

The displays will remain the same throughout 1962. However, there is some flexibility to fit different audiences. The automatic color slide series and motion pictures can be changed to fit various audiences, such as livestock producers, grain growers, chambers of commerce, or high school groups interested in career information.

When the mobile campus reaches a town, taped music from outside loud speakers announces that it is ready for visitors.

The outside of the trailer is do nated by a large map of Mont showing the location and name all 56 counties. Behind the ma series of lights illustrate the st wide campus of MSC. One set lights locates the county exten offices; another pinpoints affili hospitals. A third set locates bra experiment stations and the fo shows high schools which coope with the MSC teacher training gram.

A huge "M" on a rectang mount, projecting from the wall emphasized by a blue spotlight the first exhibit inside the tra The "M" symbolizes Montana the caption describes people as State's most valuable resource.

Next is a series of four free fo raised from the background. T describe the land-grant college terms of students and faculty, bu ings and facilities, instruction research. They point out that t are dedicated to the social and nomic development of Montana

Each of the forms is done on p tics of different colors emphasize flashing back lights. The same sign is repeated in the displays.

The "M" panel is flanked on side by the U. S. Department of riculture Centennial display. On other side, higher education prio 1862 is contrasted with the la grant idea under the heading, "T Land-Grant Colleges?"

Each display has some attention-
tting device. On a 10-sided drum,
r example, each flat portion has a
ture that comes into view as the
um turns horizontally. Another at-
tion-getter is an intricate appear-
frequency comparator developed
Montronics Inc., a local industry
ceived by MSC.

nother display pictures a process
eloped by MSC to make a high
tein animal feed, industrial starch,
d syrup from barley, a surplus
ntana crop. A bottle of barley
p with a plunger to spray a few
ps for tasting is part of this dis-
y.

n one display the photos are re-
ed, while the frame projects from
panel to give a three-dimensional
ct. In another display attention
timulated by brilliant 4 x 5 color
es with strong back-lighting. An-
er display has a taped program
chronized with color slides.

ome photos are mounted conven-
ally. Others are lifted from the
kground by pegs or octagonal
ports. Still others achieve a three
ensional effect through tilting.

he historama is one continuous
ure on a moving belt. Sketches
colored ink, colored chalk, and
red pencils picture important
s in Montana's development.

umerous campus people, interest-
n the Mobile Campus, offered sug-
ions for the displays as they were
g developed. Many of them were
l. Fred Sanford, artist for the
e of Information, developed the
s.

Potential Impact

ose who have gone through the
er have been quite complimen-
. They range from thank you's
bringing the MSC Mobile Camp-
o us," to expressions of surprise
he many services MSC offers.
y marvelled that MSC is respon-
for the development of new in-
ries and new job opportunities
outh.

e Mobile Campus is booked
gh all of 1962. Attendance has
aged about 200 at each showing.
e committee members in charge
eveloping the trailer see many
e uses. They visualize future
ays devoted to such things as research in agricultural products utilization, possibly to display work of MSC art students and other Montana artists, soil fertility, crop improvement, and an endless list of agricultural and other services of MSC. ■

FINANCIAL FACTS

(From page 143)

State awards were made to local winners at the annual banquet of the Deaf Smith County Chamber of Commerce. First-place themes in the three grade-level divisions were read and the national award was presented at a special recognition meeting of the Hereford Rotary Club.

Thrift talks are planned for a junior high assembly, featuring 4-H members of the committee.

Perhaps the most unusual assignment in the series was that of Loreta Fowler, assistant county home demonstration agent. Asked to give a program on money management at the Parkview Parent-Teachers meeting, she discovered that she was featured speaker at graduation exercises for the elementary school. Her subject was, "Family Economics."

Home Demonstration Club women trained in "Money Management" trained girls in four 4-H club groups.

Success of the committee is attributed to securing qualified, interested persons to serve on it. Every effort is made to provide them material and training. A number of resource persons have discussed the county situation, helped make plans, and helped in carrying out and evaluating the program.

It is difficult to measure results from the work of this committee. However, the work has become widely known over much of the State.

The committee members have made talks to over 100 groups. Two groups of young homemakers have been organized and have had at least eight programs each on "Money Management."

The committee plans to continue stressing the availability of the Speakers Bureau. All possible news coverage, making talks available, and a regular radio program are on the agenda. ■

WITH GROUPS

(From page 140)

duct the training which is primarily concerned with the use of credit for agricultural development and maintenance. The group is given the newest developments in agricultural and home economic practices.

The Farmers Home Administration has asked for help in keeping their county personnel up-to-date on the latest subject matter in agriculture and family living. Our subject matter specialists do this training in a series of district meetings. Of course, these groups cooperate with and strongly support Extension in other programs.

Because Arkansas is primarily rural, the rural minister plays an important part in the social and economic development of the State. Extension works with these people as a group and often as individuals at the county and community level. An annual conference sponsored by the University of Arkansas brings these ministers to the campus where rural social and economic problems are discussed. This group has been extremely helpful to Extension.

This year we are working with civic clubs and federated organizations to tell the Centennial story of the USDA and the land-grant colleges. The university developed a series of slides telling the important role that the University of Arkansas has played in the development of the State. The series also points out what is currently being done through the various schools and divisions and points to needs and expanded programs for the future.

Sent to each county extension office in March, the series has been shown more than 206 times to more than 7,000 people. It comes complete with a script and a tape recording of the script. When agents are not available the clubs show it themselves.

Working with and through groups has brought us, by and large, to where we are today in Extension. Through these groups we have been able to truly "wholesale" information, which has been of invaluable help in improving family living and the farmer's situation. ■

UNITED STATES
GOVERNMENT PRINTING OFFICE
Washington 25, D. C.
OFFICIAL BUSINESS

FARM RECREATION POTENTIAL

SOME of the values of rural life that farmers often take for granted have been "discovered" as a potential source of income. Providing farm vacations and other outdoor recreation for city dwellers is a fast-growing business. It can provide added income for individual farmers, and—in turn—for the entire rural community.

This new, virtually untapped resource, is challenging Extension to help farmers and communities explore the possibilities, organize, and serve their new clientele.

Plan in Pennsylvania

Recently, Wyoming and Susquehanna Counties' RAD committees formed a joint subcommittee to investigate the possibilities of expanding the farm vacation business. With the aid of Penn State Extension Service, they surveyed the interest farmers had in entering this business.

A total of 166 surveys were returned. Of these, 92 farmers indicated they were interested in learning more about the farm vacation business.

All those indicating an interest were invited to a meeting on May 21. The Wyoming County Agent moderated a panel of four farmers from the two counties who had been in the business. The audience sent written questions to the panel, and problems of insurance, activities, facilities, etc., were discussed.

The RAD agent gave a breakdown of information needed and presented an outline of the same information with the addresses of the local Tourist Promotion Agency (TPA), the (Pa.) Department of Commerce TPA, and the address of a New York TPA handling farm vacations on a nationwide basis.

The New York and local TPA were given time on the program. Both will inspect farms before advertising.

Fourteen families signed up with the New York company for 1963 inspection, and 38 requested inspection by the local TPA. More requests are being received daily, according to John W. Bergstrom, RAD Coordinator.

The fact that most people vacation close to home prompted Ohio's Rural Sociology Specialist John B. Mitchell to send a letter and supporting information to agents in Ohio's unglaciated counties.

"Here is information you may wish to use in your Resource Development program: 70 percent of U. S. tourists take their vacations within 200 m of their home. Your county is wi easy driving distance of more 10 million people who make money in large, crowded cities.

"Income of an area does not to rely solely on manufacturing ployment. Money can roll in wheels if facilities and services provided. Your area has a bui advantage over the rest of the S in terms of its scenic beauty. not emphasize this strong point?"

A New Challenge

Possibilities vary widely. But m farmers are discovering new sou of income in providing farm v tions. Vacationers may live-in the family or camp out on the f —in some cases they participat the farm work. Other farmers interested in developing huntin fishing for-a-fee.

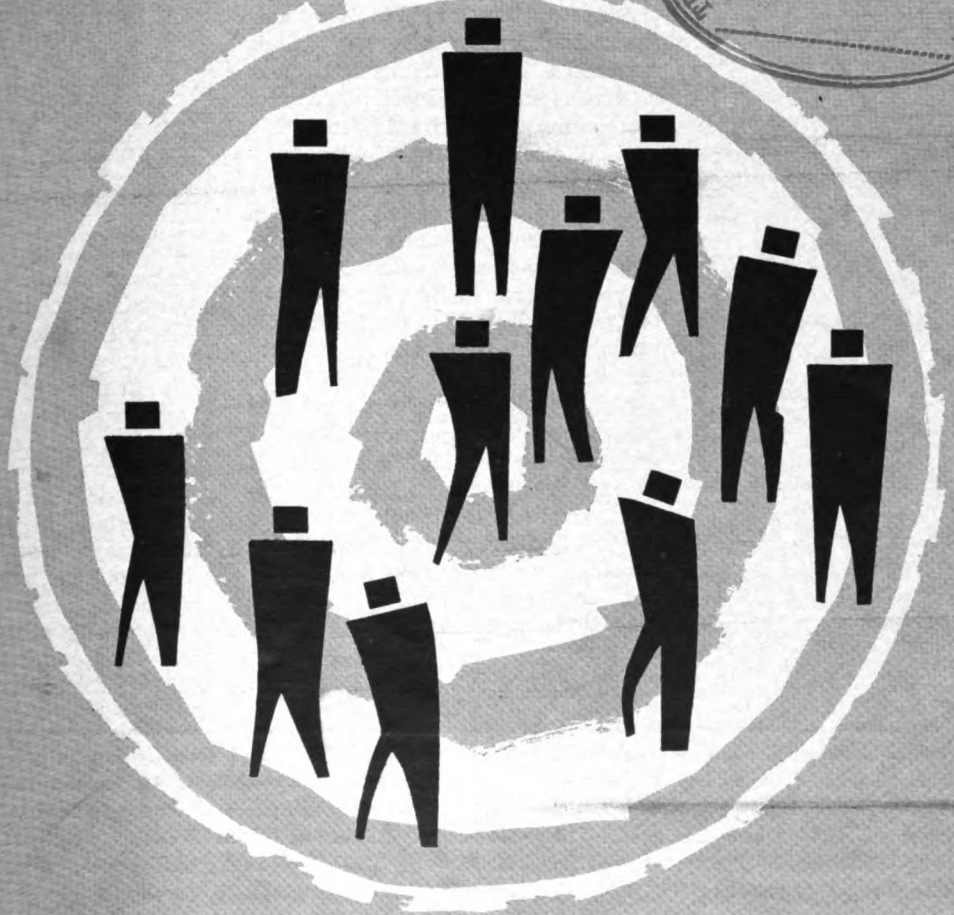
To help farmers and commun explore income-producing rec tional enterprises, what's requi and the profit potential; to pro educational assistance on the th sand-and-one new problems th encounter—these are some of Ex sion's new challenges. ■

EXTENSION SERVICE Review

AUGUST 1962

YOUR AUDIENCES

PRACTICAL STEPS FOR LEARNING MORE ABOUT THEM



U. S. DEPARTMENT OF AGRICULTURE ▪ FEDERAL EXTENSION SERVICE

EXTENSION SERVICE Review

The Extension Service Review is for Extension educat —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 resea to bring about a more abundant life for themselves and th communities.

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

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In This Issue

EAR TO THE GROUND

There are a good many ways of measuring audiences — by income, education, age groups, occupation— and many others depending upon how much you want to know.

Educators have to know their audiences like businessmen know their customers. Today, businessmen speak of teenagers as a special group of customers. Sales to this group run into billions of dollars.

Another indication of customer interests being put more precisely on "target" is the many magazines aimed at special audiences. People may be interested in a lot of things in general, but they are intensively interested in some things in particular.

I bought a boating magazine the other day (No, I don't have a boat!) and was surprised at the amount of specific information it had—on harbors, engines, materials used for boats, activities of yacht clubs. Recreational boating is a booming business, so the boat industry and boat magazine people have to know their audience.

Rather, I should have said audiences. Alongside the magazine bought were one or two devoted small boats. The magazine I bou had boats with kitchens (they c them galleys). But news about g ley equipment would score a miss in the small boat magazines.

Another thing about audiences that they sometimes change fast. couple years rise in the average e cational level of an audience make a big difference in the k and quality of the knowledge t want.

And aside from formal educati think of what developments Telstar will mean.

As you no doubt have figured now, we are concentrating on au ences in this issue. Extension au ences are as varied as they come, extension workers have to know h to find out what their people are li

We hope this issue will point some relatively easy, yet effect studies carried out by various me ods—telephone, mail, mass me feedback, census study, recor questions—by other extension wo ers. Maybe one of these meth could do the job for you, too.—W

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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What Is an Audience?

by FRED P. FRUTCHEY, Chief, Teaching Methods Research Branch, Federal Extension Service

QUESTION: What is an audience? It sounds so theatrical.

ANSWER: I hadn't thought of it that way, but I guess it could have that meaning. In the process of communication the audience is the intended receiver of a message. The class in a college course is an audience because it is the intended receiver of instruction. Note that I said "intended" receiver.

In Extension we often use words "clientele," "group," or "people," when we refer to our audience. We do not usually say "crowd," except when we want the "crowds" to see our exhibit at a Fair.

Our audience in Extension are those whom we want to help, or those whom we are responsible to help, or those whom we have the responsibility and time to help. I expect that the latter is our practical audience if we don't make excuses about the time we have.

Q. Doesn't the word "audience" imply entertainment?

A. Not necessarily. However, communication is more likely to be effective if it is pleasant to receive. This is especially true of a voluntary audience, like an extension audience. If the message is dull, we may not even have an audience.

Q. What do you mean "audience-centered?"

A. When we inspect our own thoughts as we prepare our communications, we often find we are thinking most about what we are going to say or write. We are concerned about subject matter content.

Q. But isn't that good?

A. Yes, it's very good. Or rather, I should say, "very half-good." The other half is the audience and how the audience may receive our message and act upon it. As a matter of fact, we often think of our audience, for example when we write a direct mail letter to dairy farmers. It is audience-centered because we are thinking of them and writing so it will have impact on them. We have a "target" audience.

Q. Then you are saying that audience-centered implies that we have a target at which to aim our message and we adjust our aim to the target. We are concentrating as much on our audience as we are on the subject matter of our letter. Is that what you mean?

A. That's it. I expect you try to avoid using technical terms with which they are unfamiliar, or explain them if you have to use them, and try to write in their language. In so doing, you are centering your attention on the audience in addition to content.

Q. Yes, I often try to do that. But, come to think of it, when I am writing to the "dairy-farmer," I really have in mind the "full-time commercial dairy farmer." I'm not thinking of the part-time dairy farmer or the family with one or two cows. And often I'm not thinking about how any of those three audiences can use the information in each of their different kinds of situations.

Actually, I guess, there is more than one audience. There are as many audiences as there are people.

A. Yes. When you write, *a* person reads. When you talk, *a* person listens. You are writing or talking to individuals. Each interprets and responds to your message somewhat differently. Learning is a personal matter.

Q. I wish you hadn't said that. How can I expect to help more than one at a time when each has a different background of experience and each interprets the message differently?

A. Fortunately, when your message is centered on an audience with common interests, like full-time commercial dairy farmers, similar interpretations are likely. Backgrounds differ, but they overlap. In this overlap there are common concerns, common interests, common needs. There, agreement and common thinking have a climate for growth.

Q. That's better, because we can't make our message apply exactly to every full-time commercial dairy farmer, unless it is given during a farm visit or some other personal extension teaching method.

A. Farm visits, office calls, telephone calls, direct mail, and individual correspondence are all more likely to be audience-centered. You probably recall instances when a farmer was in your office discussing his problem. Finally you told him you would come out to see his place tomorrow. You wanted to get more exact and specific information about his farm situation before you made a suggestion.

Q. Yes, and he didn't like my suggestion. Eventually, I found that it conflicted with some of the needs and interests of the family.

A. The family situation is important. The farmer's values regarding his family conflict sometimes

(See A Dialog, page 175)

Cold Figures are Live People

by LORETTA V. COWDEN, Division of Home Economics Programs, Federal Extension Service

"The census is as revealing as a candid camera when you know *how* to look at your county, its cities, and subdivisions," said one Extension Summer School student.

"The census for my county is as revealing as a bathing suit," said another. "I wish I could assemble data down to a 'bikini size' or a '2 x 2 slide' for each subcommittee," moaned a third.

Just as a bathing suit isn't appropriate for all occasions, so, too, we find different census data needed at different times. After a session working with county census data, summer school students at Colorado could see how to put available data to better use.

These students, from 14 different States, found several pointers useful for getting a better picture of their people, or programs for various population segments, and possible methods for future extension work. For example:

• *Think "people," "families," and "households."*

Those blurring, blinding, small print population figures aren't just numbers; they mean people.

It helps to ask: What subject matter would family members of various ages and incomes find useful? What "slant" should be given subjects for each grouping? Which of these should we try to reach through news columns? Which should we aim home economics TV or radio broadcasts toward? Who might attend open meetings in the afternoon or evening?

• *Convert the data to percentage figures to gain a new perspective.*

Let's look at a sample of county material:

Source: U. S. Census population, 1960; General Population Characteristics, Table 13.

(This data is taken from a true county though the name has been changed. Following information taken from other areas.)

	Total Population	Percent of Total	Percent Increase 1950-60	Total Number Households	Percent Increase 1950-60
Total Sunshine Co.	49,342	100	18.2	13,790	20.6
Town A	10,660	21.6	127.1	2,686	116.1
Town B	28,534	57.8	9.2	8,467	14.5
Rural Nonfarm	7,157	14.5	——	——	——
Rural Farm	2,991	6.1	——	——	——

The use of percentage figures helps in making comparisons, for example: Towns A and B compared to the county as a whole. With over 100 percent increase in population in town A and with about 10 percent in town B, it is clear that there are relatively more newcomers in these towns than in the county as a whole.

What do we need to consider in reaching these newcomers? Who are the newcomers, their jobs, and income? Do they know us? Do we know them and their concerns? Who are potential leaders among them? Are they now included with program planners? How can we get to know them and find out their real interests?

• *"Round out" figures to give impact and make them easier to remember.*

Which is easier to remember? "Over 100 percent increase in population in town A." Or, "Town A has had a 127.1 percent increase."

The same can be done with other census tables as we consider adjusting our methods and subject matter. For example:

> One-fourth of this county's adult population had only eighth grade education or less.
>
> One-half of the adults ha some high school or graduated
>
> One-fourth of the adults ha some college or graduated.
>
> The median is 12 years schoo completed by adults 25 or over

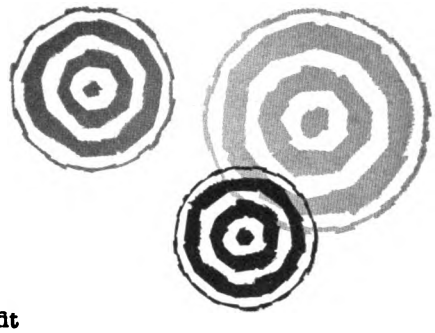
Does this lead us to wonder if might not present more depth nutrition than the "Basic 4"? Wo greater depth be more interest and challenging to this educatio level? Isn't it true that as the edu tional level rises people want to kn more and more about a little?

• *Pay special attention to ch acteristics of county population t help identify important populat segments, their interests, and nee*

Examples: income, educatio level, employment status and occu tion, ethnic groups, age levels, le of living, as shown in the hous census.

• *Take a close look at fewer figu —put a magnifying glass on them*

After you pull out a lot of figu select and limit the amount of d used at any one time to give imp Choose those which point up questions, need for additional da alternatives for possible progra Focus on selected figures by us interpretive questions to make tails stand out.



xample: By far the largest num-
, 85 percent, of employed individ-
s in Sunshine County work for
es. Only 15 percent are self-em-
ed, including farmers.
o these 15 percent determine job
ortunities in this county? Can
e who provide employment tell
hat they see as future job needs?
at are likely to be job opportuni-
in surrounding areas in 10 years?
"Wrap up" or "bundle together"
e breakdowns into meaningful
ipings.
tatistics on income are often pre-
ed in terms of number of fam-
who report income: Under $1,-
$1,000-1,999; $2,000-$2,999; etc.
ie of these categories can be
iped together in adjusting sub-
matter to fit income and helping
o see potential audiences.
bout 1600 families have incomes
ess than $3,000.
bout 2400 families have incomes
3,000 to $6,000.
bout 3800 families have incomes
6,000 to $9,000.
bout 1800 families have incomes
9,000 to $15,000.
bout 300 families (all in towns
nd B) have incomes of $15,000
over.
nder $3,000 is often considered
ncome which allows little spend-
beyond necessities. Should we
nasize consumer buying, dealing
food, and other essentials for
1600 families? Would these
the next grouping of 2400 fam-
be potential audiences for this
of subject matter?
these 4,000 lower income fam-
use credit? If so, how and from
sources?
w many of the 5,900 families
incomes above $6,000 are inter-
in recreational and cultural op-
nities of their communities?
d they take part in public af-
fairs programs? Would they benefit by home furnishings or consumer buying meetings and guides. What kind of educational programs challenge higher income and higher educational levels?

• *Combine census data with other information.*

For example: Over 9,000 (about 1/5 of our county population) are between the ages of 9 and 19. Is this our potential 1962 4-H enrollment? What other factors influence our possible enrollment? We have 900 enrolled in 4-H, about 10 percent.

What geographic areas of the county are we now reaching in 4-H? Where do most of these 9,000 young people live? With 60 percent of them in towns A and B, should we concentrate on increased enrollment there first?

What other youth organizations or social and educational opportunities are available in town A and the other five subdivisions with 1,000 to 2,000 population? Who can give us this information? Where is 4-H most needed? What types of projects and activities would fit these young people's needs?

• *Don't fear census data that point to need for more information.*

The census often points up a need for data available from other resources. You can start a subcommittee or planning group to exploring.

For example. About 85 percent of our young people between the ages of 14 and 17 are in school. This leaves 15 percent (about 600) *not* in school. Census employment tables show less than 4 percent of this age group are employed. Should we look at job opportunities, training opportunities, and reasons why these 600 young people are not furthering their education?

By 1970 there will be 20 percent more Americans and an ever increasing demand for skilled labor. Will these 600 young people be able to compete favorably 10 years from now? What kinds of career counseling are available in this county?

• *"Bridge the gap" between census figures and programs.*

Draw out an interpretation by making these figures come alive. Ask questions, show comparisons, suggest or ask for problems indicated and alternative solutions. Again, use only data which points somewhere—either to a problem for a specific audience, possible methods, or a need for more information.

• *Record census page and table as you take off data.*

This helps when it is necessary to refer back. You will find yourself doing it.

Colorado summer school students finished their work assignment on their county data with these comments: "This gave me a new look at my present program, and I'll work toward reaching newcomers. . . . I'll get people in the rural city fringe in on our planning. . . . I've always thrown too many figures at planning groups before; now, I'll 'bundle' them . . . . This makes sense out of census."

What census publications do you have pertaining to your county? Those dealing with population, housing, agriculture, business, and many other topics are helpful. If your county is in a Rural Redevelopment Area, you'll probably find the *Rural Redevelopment Area Statistical Profile* for your area a useful summary.

(Data used in this article draws examples from compilations by Dr. Starley Hunter, Extension Research and Training, Federal Extension Service, and a summer school paper by Mrs. Aubrey Notman, New Mexico home agent.) ■

FEED-BACK as an extension method

by EARLE S. CARPENTER, Extension Communications Specialist, Massachusetts

The number of requests for follow-up materials, reactions of people who volunteer information, interviews, pretesting of presentations or materials on an audience—all these are ways to measure results of extension work. And such feed-back is vital as we must ever be alert to the reactions of the people contacted, either personally or via mass media.

Massachusetts, an urban State, has extension offices in all but two counties. Although the State has only 11,000 farmers, one out of every 11 private employment jobs is related to food and agriculture. A potential 185,000 families should be interested in some phase of the Extension Service program.

Only a small percentage take advantage of the opportunities available. So we must try to reach this group, as well as others, via mass media (printed material, radio, and television). This applies not only at the State level but also in the county.

A recent study of our homemakers' television audience on two stations showed only 12 percent ever participated in local extension programs. In a 1959 survey of audience reaction to our Gardener's Almanac program, only 29 percent had contacted their local County Extension Service for assistance with horticultural problems during the year. In 1957 this figure was 21 percent.

Suburban Surveys

Boston University's School of Public Relations and Communications presently is studying factors influencing the flow and effect of Cooperative Extension Information in the suburban community.

The survey, to be completed about January 1963, will provide a picture of the variables which operate in the flow of information. The field experiment will attempt to measure how much some of these factors influence this flow. It can be done through more precise controls and manipulation of information presentation than is possible in a survey.

In some 400 preliminary field interviews in suburban areas, one question was, "As you know, these agricultural agencies are operated with public funds. How do you feel about using these public funds to provide information for the suburban household?"

The response was: "Strongly in favor" (33 percent) and "Strongly opposed" (4.5 percent) or a ratio of some 7:1. Among the "Strongly in favor" comment was: "Just wish they'd publicize more on how and where to get them (information)." One "Strongly opposed" answer was: "All of this is increasing taxes and if we can decrease taxes, we should."

Commodity Publication Study

For the past 25 years, Massachusetts Extension has issued the monthly publication, "Dairy Digest." This contains timely information for dairymen, processors, and feed distributors.

At present a mail study is being made among those receiving this publication. Some of the 25 questions being asked are:

What do you consider your sources of dairy information?

Check three types of informati (12 listed) which are most valuab

Have you ever put to use any the ideas you have read in Da Digest?

Have you ever sent for a report publication that was discussed mentioned in Dairy Digest?

Type of dairy operator, educati age, etc.

Response has been better then percent. When the study is co pleted, it should give those respon ble for the State dairy program better picture of what is wanted those with whom they work.

County Bulletin Study

Middlesex, our most densely po lated county, offers services to b rural and suburban areas. For years Extension has issued a Midd sex County Bulletin containing tim information for agriculturalis homemakers, and young people. T publication is sent monthly to 2, households.

Boston University is making a te phone study of the impact of t bulletin in the suburban areas. the 30 questions, 22 are related to contents of the Bulletin, such articles read, requesting informat or pamphlets mentioned, meetings tended as a result of announceme The other 8 questions are on gard ing, landscaping, and personal d

Results of this study will guide, only the future of the Bulletin, also similar publications in ot counties.

Those engaged in the productio horticultural crops have indica

en interest in the radio broadcast ray messages. These messages were rted over 15 years ago when the ning of the application of sprays, ecially in orchards, was most im-rtant.

Several years ago plans were made drop this service. But the reaction m commercial growers to a survey de this impossible.

These spray messages now are sent ring the growing season to 11 radio tions and the county horticultur-s. Mailed special delivery late each ernoon, they are used the next rning. The horticulturists dupli-e the messages for distribution to mmercial growers. Today these ssages remind vegetable and fruit wers, as well as the ornamental-, to look out for plant pests.

Frost Warnings

Over 40 years ago, one of the most ious problems facing our cranberry wers was lack of information on imum bog temperatures expected ing frost seasons.

fter several years of intensive re-rch, the late Dr. Henry J. Frank-developed a system of forecasting imum temperatures. He designed elephone system to relay this vital rmation to growers who paid for service on a per-acre basis. To-the program includes local radio ions and a telephone-answering ice which supplements the tele-ne relay system.

recent survey showed that grow-who own over 95 percent of the eage with water available for ding subscribe to the frost warn-ing service. The service is now sponsored by the Cape Cod Cranberry Growers Association, under supervision of the Extension Cranberry Specialist. He also serves as chairman of the frost warning committee.

Television Feed-Back

One objective of the Consumer Marketing Education Program is the dissemination of timely food marketing, economic, and technical information to consumers. For the past 4½ years our food marketing TV programs have been limited to 12 minutes of a 25-minute public relations program.

When a series of programs on "Factors Affecting Food Prices," was planned, a group of viewers agreed to serve as consumer critics. The 25 had previously requested educational material offered on a food marketing program. Twenty-one replies to the questionnaire were received; 86 percent had watched 5 or more programs.

In addition, 104 similar questionnaires were sent to other viewers. They were chosen at random from viewers who had requested a frozen foods leaflet on a different food marketing telecast. Forty-five replied; of these, 64 percent had watched over half the series.

One purpose of the questionnaire was to secure some indication of audience acceptance of a series on "Factors Affecting Food Prices."

Both groups indicated strong preference for a series of programs related to a common subject. This response is also shared by many educators and educational TV directors. They consider the learning potential greater with continuity and progressive building within programs, rather than "one-shot" programs.

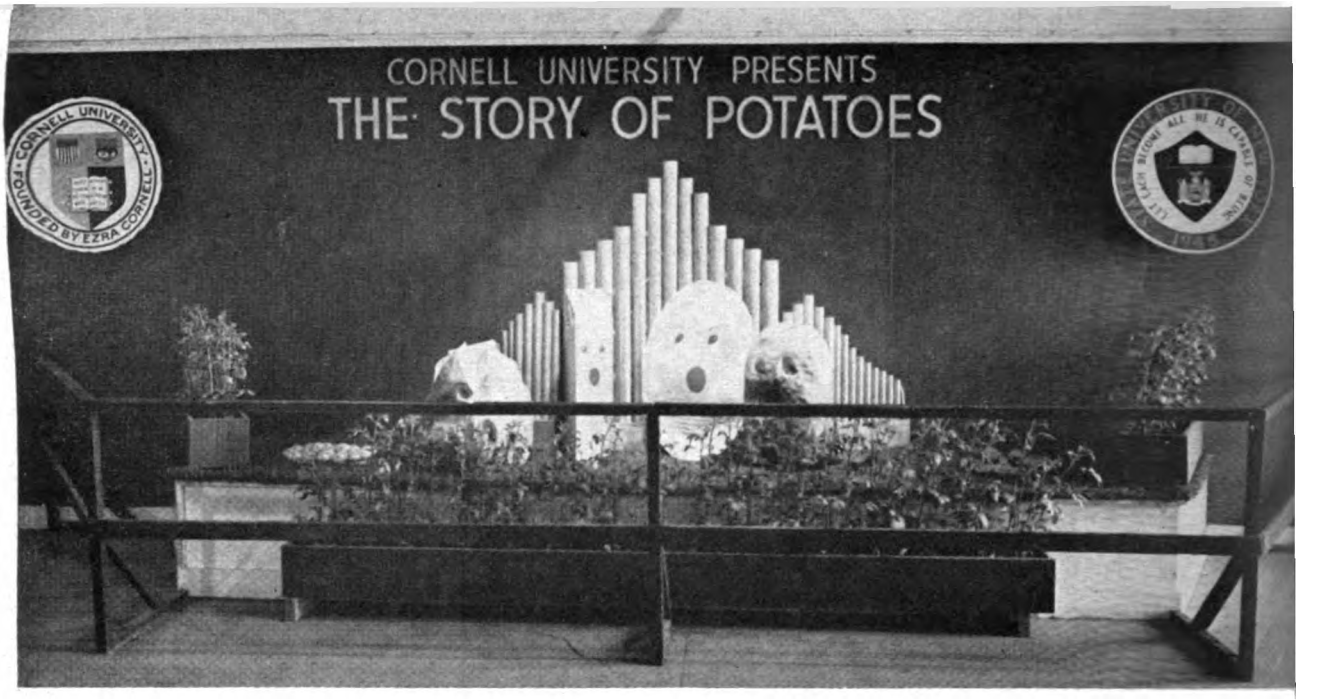
Among the problem areas for future food marketing programs, meat buying was mentioned as the most complex. Frozen foods, new diet and low-calorie foods, and packaging and pricing followed. A study workshop approach to future food marketing programing appears advantageous not only via mass media but as part of county programs.

In connection with our 173 television programs in 1961, publications were offered to viewers 81 times. As a result 31,995 were sent to 23,341 different individuals, or an average of 395 per offer. The number of requests per offer varied from 8 to 1,717.

With each direct reply to a request for an extension publication, a letter briefly mentions the extension program and suggests contacting their County Extension Service for further assistance. Each of these is listed. Counties report that many new contacts have been made in this way, especially through publication offers on TV.

As a result of our television programs, many homemakers write for assistance on problems other than the subject of the telecast.

Our public supported extension programs must keep pace with the changing world. More time and thought must be spent in evaluating their success if we are to better serve the citizens of our respective areas. This can be accomplished by different methods, many of which can be developed locally through feed-back. ■



This Potato exhibit had an absolutely static front. Plastic potatoes represented chips, French fries, boiled, and baked forms. A quartet on tape sang verses praising each form. The audience (l percent of the gate) increased as music was played.

selecting your audience with FAIR EXHIBITS

by ELMER S. PHILLIPS, Head, Visual Aids Service, New York

From time to time you read about experiences of individuals in the exhibit field. Often these articles indicate the discovery of a formula for successful exhibits. In other cases the report mentions only that some phase has given promise for future direction in the building of exhibits. And the author is happy to pass this on.

In both cases, most conclusions drawn from the success or failure of exhibits are based on a specific exhibit, in a specific place, with a rather definite audience. It is questionable whether some of the findings apply in other situations.

Some persons are certain that motion is the total answer for attraction. Others claim that color, shape, or other features are the attraction and always build these specific elements into their exhibits.

I suspect that often the author is correct. Applied in other cases, however, I can almost certainly say that their findings might not be applicable. Let me tell you of an experience based on 10 years study of a single space at the New York State Fair.

About 10 years ago, the director of the fair offered a space in the Horticulture Building to the College of Agriculture for an exhibit. The space was 32 feet long by 20 feet deep and made a completely enclosed, darkened area. It had previously been used as a projection room for a commercial concern.

The space was dark, dirty, and dingy. However, it offered the possibility of experimentation.

First, a false wall, 2 feet from t regular wall was built on three sic of the room. An entrance and e were made on opposite sides of t area. And a peculiarly shaped stora and exhibit space was built on t fourth side of the room between t two doorways.

This arrangement was intended f building circular and rectangul openings in the false wall so a di rama-type exhibit could be placed each space. The whole area w painted dark blue.

Additional provision was made f the rear projection of either moti pictures or colored slides synchr nized with sound. This arrangeme was designed for breaking a lar subject into approximately seven se mented parts.

Thus, like the formation of a good speech or radio talk, point by point, the larger subject could slowly be expanded into a unified whole.

A previous survey had shown that 75 to 80 percent of the people going through the fair came from city areas. It was decided that all exhibits would be built and structured for an urban audience. We set standards, however, that the rural people could see in the display of any of the subjects portrayed.

Because this was a completely closed booth, some outside means of attracting people was necessary. A low, 18-inch platform was built, surrounded by a light fence barrier.

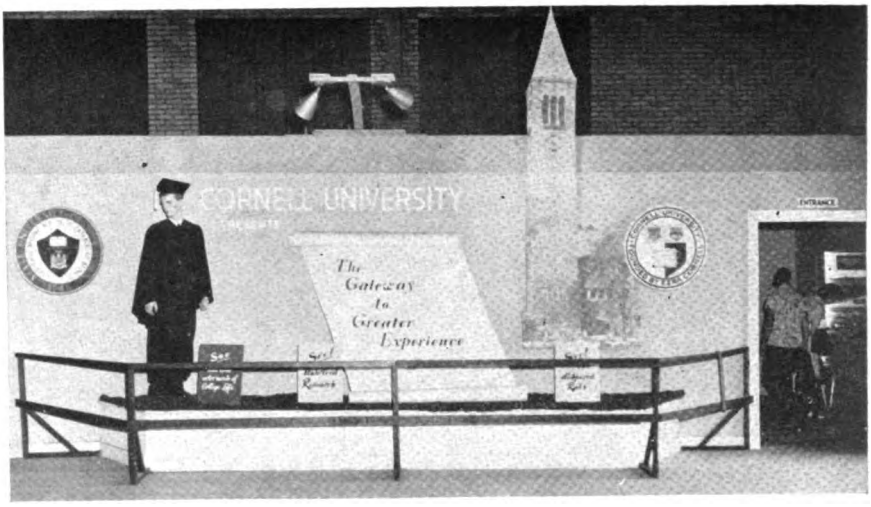
Conclusions Drawn

Tersely, these are the results of 10 years of exhibit experimentation:

- The platform on the outside of the booth, by its very tone, can pre-select the type of audience that enters the enclosed booth.
- No differences could be discerned between color, light, motion, and sound from the viewpoint of attracting audiences to the exhibit. It would be more appropriate to say that some novelty which might include any of these elements was necessary to attract a large number of persons.
- Segmentation of the ideas inside makes it easier for viewers to comprehend a large overall subject.
- Standardizing the sizes of the areas within the room made preparation and installation easy.
- Farm operators expressed pleasure in the story we told urban residents and admitted that often our visual presentation gave them ideas for their work.

We have used novelty items that include hatching baby chicks, magic shows, and even a "cockroach apartment house" outside of the booth.

There is a definite correlation between novelty and the audience measured in terms of actual numbers and computed on a percent basis of the total fair goers). The greater the novelty—the greater the audience; the more select and specific the point attraction—the more select the audience.



Cornell's Education exhibit was static with no sound. It was designed to pre-select those interested in higher education. The six percent of the gate who entered showed great interest in college.

Comparisons Planned

This year we plan an entirely new space at the fair. Finished in copper and mahogany, it is planned for at least 5 years use.

We intend to duplicate some of the same experiments and thus hope to compare a light, airy, modern space with the figures from the past.

If a pattern develops, there may be more to report in the future. ■

Inside the exhibit about higher education were individual diarama-type displays similar to this one on Research.

you can TELL A LOT by TELEPHONE

by WARD F. PORTER, Chief, Program Research Branch, Federal Extension Service

KNOWING your audience is as important and probably harder to do today than in the early days of Extension. New directions and new audiences for Extension make it necessary to find and use techniques that will provide objective information to plan and carry out sound programs.

One answer for analyzing audiences can be found in the common telephone. Interviewing via the telephone is relatively inexpensive, timesaving, and successful in getting response.

According to the 1960 Census, 78.5 percent of all U. S. households have a telephone. Of course, this percentage will vary among and within States, but telephone surveys are feasible.

Telephone Advantages

Getting information about your audience through telephone interviews has many advantages. It is economical and has been proven practical and effective in many studies across the country.

Other things being equal, this technique requires less expense and time than personal interview or mail questionnaire surveys. The percentage of response is apt to be considerably greater than mail questionnaires. This alone justifies careful consideration of telephone interviewing in surveys which require limited quantities of information.

Telephone interviewing is ideally suited to volunteers and lay leaders. Involving such persons in collecting information for extension program development is, in itself, a device for creating interest and acceptance of extension programs. Volunteers have successfully conducted door-to-door interviewing; telephone interviewing is probably less trying and less difficult.

Another advantage of telephone surveys is the convenience of directories for drawing random samples. You need only decide on the number of respondents needed for analysis and determine the approximate number of area households with telephones. Then select every "nth" name—starting at some random point—for the sample to get the number you want.

For example, this might mean taking every 50th, 75th, or 100th name. If the directory is large, it may be easier to use every "nth" page, and then select the person listed at some pre-determined position on the page. An alternate sample is easily drawn at the same time by taking the preceding or following name.

Business listings are, of course, excluded.

Noting Limitations

One disadvantage of telephone interviewing is the "limited" amount of information that can be collected from any one respondent. Although time is important, the length of interviews need not be too restricted.

For example, in a series of county-wide consumer information surveys in Missouri, the average interview lasted 12 minutes. In some instance interviews ran much longer.

As many as 45 questions were i volved in one of the Missouri coun surveys. The amount of informatic collected was considerably great than usual in mail questionnaires.

Experience with telephone surve in other areas—Marquette, Mich Baltimore, Md.; St. Joseph, Mo.; a elsewhere—has been comparable.

Another difficulty commonly ass ciated with telephone surveys is e tablishing with the respondent t "legitimacy" of the survey. The i terviewer must, of course, "legitimiz the study; but various techniques f doing this have proven satisfacto

Fears that respondents would r fuse to cooperate because of freque exposure to commercial salesmansh have proven largely unfounded. T is in spite of widespread use of phor for sales in larger cities.

Among other limitations, intervie ers cannot observe certain charact istics, such as type of dwelling ur or household furnishings. Respon ents cannot be shown things whi might be useful in a face-to-face i terview for clarifying questions, getting additional information. T many people may not be included the phone directory. Time limitatic may restrict lengthy explanatio calculations, or open-end questio

The basic principles of object fact-finding apply to audience ana sis using telephone interviews. T techniques of planning and carry out extension surveys and evaluat studies are discussed at length in

ederal Extension Service publica-
ion, *Evaluation in Extension*, as well
s in many other texts.

Training interviewers is an impor-
nt step in any study involving in-
rviews. Such training should in-
ude a thorough discussion of the
rposes of the study, the question-
ire, interviewing techniques, and
actice interviews.

Practice interviews are helpful,
rticularly to inexperienced inter-
ewers. One useful technique is to
ve two volunteers simulate an in-
rview which the other interviewers
iticize. Or comments and sugges-
ns can be interjected during the
ayback of a recorded interview.

Questionnaires should be carefully
rked out and pre-tested before the
aining session. Interviewers should
instructed to read the questions as
rded to insure uniform interpreta-
n.

Cooperation of the respondent de-
nds a great deal on a proper intro-
ction. Interviewers can be provided
suggested introduction, including:
eference to the interviewer's iden-
y; the sponsor of the survey; the
rpose, importance, and confidential
ure of the study. The statement
purpose should be general, so as
to bias responses.

dvance publicity in the press, ra-
, or TV, can help prepare the area
the survey. Mention of such pub-
ty often helps gain cooperation.

lose, continuous supervision of the
rviewers is particularly important
ing early phases of the study.
stionnaires should be carefully
ed by both the interviewers and
supervisor as soon after the in-
iew as possible. This limits, some-
t, the number of interviewers.

most telephone surveys partici-
ed in by FES, the number of volunteer interviewers has ranged from 10 to 17. Even with 2 or 3 professional staff members supervising the field work, this represents a considerable workload.

It is important to keep nonresponse at a minimum. Properly trained and supervised interviewers in telephone surveys should have few outright refusals—less than 5 percent. A minimum of five "calls" should be required to reach those who are not at home.

Information Collected

Information collected in telephone surveys varies from simple factual information to complex data reflecting levels of knowledge, opinions, attitudes, and practices.

The Missouri studies previously mentioned requested information on levels of knowledge about nutrition, food selection and care, food preparation, and personal and family characteristics. Information was also requested on the availability and use of mass media. These data are being used in planning consumer information programs to meet the needs and interests identified in the surveys.

Telephone surveys have been used to measure the impact of educational programs, as well as determine the characteristics of clientele. "Before and after" telephone surveys in Little Rock, Ark., and Marquette County, Mich., evaluated program effectiveness. A Baltimore, Md., telephone survey following an extension educational TV program, provided considerable information for evaluating the effectiveness of the program.

These and other studies demonstrate the feasibility of collecting objective information from representative samples drawn from large city populations, as well as the open-country. All studies referred to have been carried out at a reasonable cost in time and money. In most cases, interviewing was completed in only 1 week. Samples ranged from 200 to more than 300 persons.

Telephone surveys can be useful tools in analyzing our audiences, as well as in evaluating the impact of our programs. We expect and predict more widespread use of this technique because you can tell a lot about your people through a telephone survey. ■

Useful References

The experience of those who have tried this technique for analyzing audiences and evaluating programs should be helpful to others. References of interest include:

Glen H. Mitchell, *Telephone Interviewing*, Department of Agricultural Economics and Rural Sociology, Mimeo Series No. AE 279, Ohio Agricultural Experiment Station, Wooster, Ohio, November 1957.

H. C. Little and Lorene S. Wilson, *Consumer Information Benchmark Study*, (a series of five reports), Missouri Extension Service, Columbia, Mo.

Margaret E. Holloway, *An Evaluation of the Maryland Extension "Fair Exchange" TV Program*, Maryland Extension Service, Baltimore City, Md.

W. F. Porter and Lorene S. Wilson, *Evaluation of St. Joseph Consumer Marketing Program*, Missouri Cooperative Extension Service Circular 784, June 1962.

Questions they ask Can Tell You a Lot

by JOSEPH E. BEARD, Fairfax County Agent, Virginia

FAIRFAX County, Va., lies just across the Potomac River from Washington, D. C. In 1940 it was one of the leading dairy counties in the Washington milkshed, with 1,480 farms and a population of 41,000. Twenty years later, in 1960, the county population was 251,724; farms were reduced to 428.

Extension agents found themselves devoting more than 50 percent of their time to "Special Problems in Urbanization."

What guides does an agent use in determining when and how to recommend changes in such a county? Certainly he uses census data, reviews programs with leaders and committeemen, studies trends. But, where do you get the information to study the trends and present up-to-date information to committeemen and others?

This is not hard if you keep records of telephone calls, office calls, letters, and other means of communication. List by subjects what people want, or ask, in sufficient detail to know exactly what they say or need.

Along with special problems developing in gardening, landscaping, insect control, plant diseases, sewage disposal, recreation, housing, community development, soils education, and consumer education, agents had special problems in knowing how to go about their tasks.

USDA specialists came to our assistance. They suggested that we keep a record of each call received by subject matter.

Each agent and secretary in the county office keeps a small note pad by the telephone or in his pocket. Each question asked is listed on a separate sheet giving the subject, date, and unusual information or circumstances.

These slips are dropped into a small card file box on each desk. Slips are counted and listed for in formation in monthly and annual re ports.

This system takes most of th guesswork out of what people real want or need. Records kept on s questions asked at the grass roo level really open your eyes to loc problems.

The second year we kept recor on all calls. We received, for examp 640 calls on what to do about skunk squirrels, and groundhogs destroyi fruits and vegetables in gardens.

One of our farmer committeem took a dim view of this problem. E dog usually took care of the job. B what agent can ignore 640 calls any subject in any given year? W didn't.

Later, many grateful urban ga deners supported a move by coun farmers for tax relief.

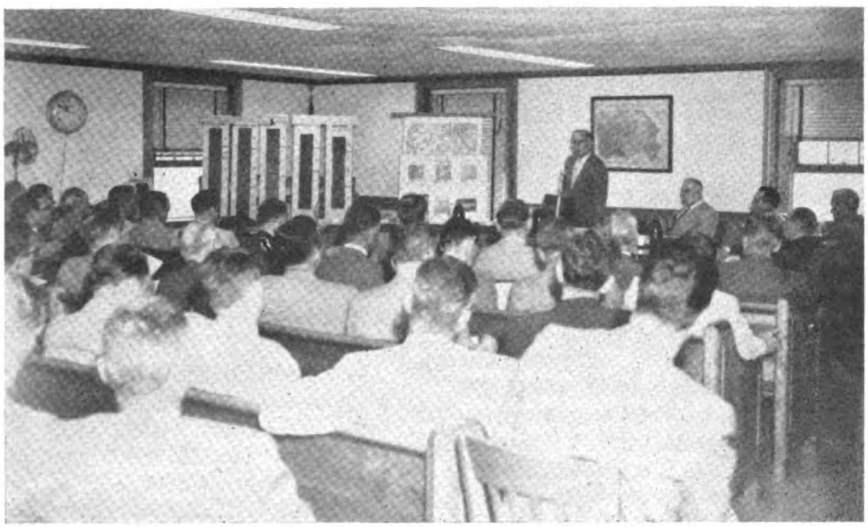
Special Programs Designed

Homeowners, landscape gardene health departments, real estate d velopers, and contractors experien more problems in soils than farme Until recently too little thought h been given to this by extension wor ers.

Listening to what people ask h resulted in one of the most outstan ing Soils Education Programs in t country. Farmers; homeowners; r estate developers; and the Depa ments of Health, Education, Pub Works, Planning and Zoning, and A sessments all use our county so survey information.

Our soil survey was designed meet the needs of all the people the county, whether farmers or no farmers. Regular soils educat classes are held for employees of

(See Recording Questions, page 1



Questions from Fairfax County residents showed agents that farmers were not the only people with soils problems. As a result, a soil survey was designed to meet the needs of all county people and soils education classes (pictured) were held for county government employees.

Getting a Bird's-Eye View of our county people

by RALPH W. SCHALLER, Oregon County Extension Director, Missouri

Most of us in Extension are reasonably well acquainted with the problems of families in the home economics clubs, livestock improvement associations, and other extension-oriented organizations.

But, what about the others? Our county is a lot bigger than that. And for our programs to be effective, we must get a true fix on the audience we want to capture.

These thoughts prompted us to take a look at our program development procedures in Oregon County. Too many times our program committee was made up of people we have been working with for years. We want and need new ideas and challenges.

We were aware of a large number of families reached only through radio and newspapers.

In an effort to get a better picture of our audience, we developed and carried out a study in 1958. We tried to get a bird's-eye view of our people through an impartial study of our rural area population.

The schedule of events for this survey project included:

Approval by Extension Council
Preparation of the schedule (questions)
Selection of sample
Training leaders
Interviews
Tabulating results
Preparing the situation statement
Action Program (Long-term goals selected by Council, short-term goals selected annually, annual plan of work made out by staff and council)

How did we determine whom to interview?

A county map showing all houses was sent to our Division of Field Studies for sample selection. This office determined that 100 rural families would make an accurate sample from our 1,400 farmers.

Revealing Results

Survey results were rather surprising. For example, we found that we were working with far fewer farmers than we imagined. Only one-third of the families interviewed gave farming as their major business or source of income.

The educational level of the people is important when selecting the methods to reach them. In our sample group, 263 people had passed their fourteenth birthday. Twenty-six percent of these had an eighth grade education; 11 percent had completed high school.

Age facts were also revealing. Thirty percent of the male population was over 50 years old; 17 percent of the female population was over 50. Twenty-nine percent of the males and 37 percent of the females were between 25 and 49 years old.

A number of "open-end" questions gave families an opportunity to express their opinions. For example:

Question: What would be the first thing you would like to do to improve your home?

Answers, in order of importance: Install a water system, remodel the kitchen, build a new home, other major remodeling.

In answer to these requests, a school was held on "farm buildings." Another school is being organized now on "planning a new home."

Question: What do you think provides the best opportunity to improve farm income in this area?

Answers: Improved livestock production and breeding, more use of fertilizer and pastures, improved marketing for livestock, off-farm job, better gardens.

By acknowledging the problems listed by these families, we have been able to plan several satisfying events.

The information obtained was used, along with other resources, to develop a county situation statement. This was offered to the council for study and formulating future programs. Leaders found the survey information more useful than census or other materials.

Pitfalls to Avoid

A novice in surveys needs to watch certain steps for trouble spots. For example, the schedule (list of questions) can get too long and involved for ease of the interviewer.

We secured information on age, population, education, off-farm employment, family food buying and production, housing intentions, livestock data, crop production, and timberland management. A carefully selected number of topics would probably produce more useful information.

A lot of thought needs to go into the questions. They must be asked so the results can be tabulated.

We planned to carry out this study by training council members to do the interviewing. But this was only partially successful as agents had to assist.

Only three families refused to cooperate in our survey. We believe our publicity program paved the way for interviewers. Both radio and news-

(See Bird's-Eye View, page 175)

Sampling Opinions by Questionnaires

by JOHN F. DAMON, Carroll County Agricultural Agent, New Hampshire

George Shaw, chairman of the Carroll County RAD Committee, and County Agent John Damon, also executive secretary of the committee review questionnaires sent to summer residents and high school graduates in an effort to size up the county situation.

How can Carroll County, N. H., make full use of its resources? What development opportunities are available? Why do our summer property owners (who outnumber our full-time residents) make Carroll County their vacation home? Why do 60 percent of our high school graduates leave the county?

At first the RAD Committee, 20 competent county men and women, felt that the answers to these questions were obvious. But during preliminary analysis of the county's resources, doubts arose as to which development road was best.

They were puzzled by facts such as: Carroll County does not have an unemployment problem, but family income is $1,000 less than the State average per year. Seasonal residents own a greater percentage of the land than full-time residents and pay up to 35 percent of the taxes.

The RAD committee wanted to learn the ideas of the summer residents and why high school graduates leave the county. This was and is being accomplished by questionnaires mailed to the summer residents and high school graduates.

Summer Residents' Quiz

One thousand or more questionnaires will be or have been sent to summer residents. The questionnaire, one page long, asks six questions. On the reverse side, a letter describes the RAD organization and the purpose of the questionnaire.

Both were written by the agricultural agent and a member of the RAD committee. Suggestions as to what should be included in the questionnaire came from the entire committee.

The questionnaire was designed to give background material about the nonresidents such as: "How many years have you been a property owner in Carroll County?" It also asked for suggestions for solving the underemployment problems. Three of the six questions offered unlimited opportunity to express opinions.

About 100 questionnaires were sent to one town. Fifty-four percent were returned. Almost all showed that the person had spent considerable time before answering.

The trial proved so successful that questionnaires have been sent to two more towns. The rest are to be mailed soon.

Surveying Graduates

Seventeen hundred 3-page questionnaires were sent to graduates of two of the county's three high schools.

Questions ranged from: "Are you happy in your present position?" to "What would be necessary to interest you to return to the area to work?"

The questions that the RAD committee suggested were talked over with the guidance counselor of one of the high schools. He was also interested in learning the present educational level and training of the graduates. The final questionnaire and introductory letter were prepared by the agricultural agent and the guidance counselor.

The 54 percent summer resident return from the trial town showed considerable interest in what we are trying to do. They also showed th time was spent thinking about t problems before answers were writte

The summer residents of the tr town are either past middle age retired. On the whole, they wou not like to make Carroll County th permanent home. Many want m police protection, better fire depa ment, sewage, and town water. E they would like the area to rem rural with no increase in taxes. So suggested ways to help the underer ployment problem. Most of the su mer residents like the area as it is.

This "leave it as it is" attitu must be considered by the RAD co mittee when making its developme plans. We suspect that not all tow will feel the same way and depend the questionnaire for proof.

High school graduates feel som what different. We realized a 50 p cent return from one school. Of th returning questionnaires, almost h have gone on to school.

Will the college graduates retu to Carroll County? Many gradua expressed an interest in returning jobs were available.

We gather that the young peo really like Carroll County and wo like to return. This, as well as information on training and edu tional level, will be helpful when RAD committee makes its devel ment plans and suggestions.

We feel that the questionnai have several strong and a few w

points. The suggestions of summer idents will be a great help in ana- ing the needs of the area and will fluence future development plans. aduates also had an opportunity express their opinions. And the estionnaire gave us an opportunity tell them something is being done. Tabulating the results is a big ore, especially when the questions er an unlimited answer space. If e questionnaire is used again, we uld attempt to narrow the field of swers.

Sampling audiences by a question- re is an excellent tool in deter- ning the reactions of many people. he effectiveness of any question- aire is measured by the return and he quality of those returned. The umber returned and the quality are fluenced by the public opinion, tim- g, advertising, and the wording of he questions and the introductory tter.

The county has not been able to row in population and has been un- ccessful in attracting many new in- stries. What is the answer? Per- aps the questionnaires will offer lutions. ■

DIALOG
From page 163)

ith his values for his farm. Like- se, the values of his friends and sociates may conflict with his lues regarding his farm.

Q. Now you're getting in pretty deep. Let's go back to the full- ne commercial dairy farmers in the unty. Even though my message is ntered on them as my audience, I n see that audience divided into rmers who are among the first to opt practices and those who do so er on. If I examined my talks and ltings, it would appear as if I were pecting all receivers to be among first to adopt practices, as if all re just waiting to hear from me out new ideas. I know better than it, but I act as if it were so.

A. You are not alone in that re- spect. We are all more or less that. What we know is very im- tant—to us. So, we reason, it st be very important to others. Our audience can be sliced another y—according to the stages in the adoption process. These are the awareness, interest, evaluation, trial, and adoption stages. There is an audience in each stage and methods of teaching will vary with each.

Then too, you also have an audience called the legitimizers, the leaders who "bless" your message and "open doors" for you.

Q. To me all this means, know your audience and more important, recognize the different audiences and adapt communications to those audiences. Thus far we have let our subject matter interest determine our audience, but we haven't considered enough their interests, needs, and motivations. Nor have we considered sufficiently their individual situations.

A. You have the idea of audience-centered communications, but how about those urban or suburban families? Are they another audience? Are they like your dairy farm audience? Obviously not; they don't have dairy cows.

But are there other differences? Do they know you? Do they have the confidence in you which comes from satisfactory previous experience? Do they want quick answers or do they want deeper understanding?

Q. I know what you mean. I studied dairying in college. I like dairying. I can think like a dairy farmer. I can put myself in their shoes. But these others—I guess I could if I had to.

A. You have just hit at the heart of this whole business of audience-centered communications—putting ourselves in the other fellow's shoes. Think like the other fellow. The technical word is "empathy."

I am reminded of the story about a bright little boy on a large plantation years ago. He had been playing in the fields all morning. At noontime, coming in for dinner, he saw a commotion around the big house and asked why all the excitement. They told him the mule was lost. Everyone had been looking for the mule all morning and couldn't find it.

He left and in 20 minutes was back with the mule. Surprised, everyone asked, "Where did you find that mule? How did you know where he was?"

The little boy replied, "I just thought, if I was a mule, where would I go. I went there. And there he was." ■

RECORDING QUESTIONS
(From page 172)

different departments of county government working with or appraising soils.

Landscape schools are now held annually for nurserymen and their employees. A landscape and garden institute is held each year for owners of small homes. These activities came about after our records showed the demand for information of this type.

Our 4-H and youth programs have changed quite a bit, too. We formerly conducted 4-H projects in homemaking, agriculture, and home beautification.

We now have clubs in light horse and pony, canine care, and small engines. These are the result of hearing, "But I don't live on a farm, and I want my child to be a 4-H member."

Fairfax County extension agents now receive 118,000 different questions each year. The questions they ask tell us a lot. ■

BIRD'S-EYE VIEW
(From page 173)

papers carried items on the interviewers in the field.

Tabulation and summary of results proved to be the most difficult part of the process. Open-end questions drew a variety of answers.

This means of preparing a program is more time consuming than if we had used leaders and meetings. Yet, it is worthwhile when we see the results. We are far more aware of the characteristics and problems of our whole county and can make extension plans accordingly.

I would recommend an enterprise or scope area study for program building. This would give more detail and the direct programing would be beamed on the whole target.

The real reason for this approach was to get some new ideas. We have and we intend to put this new information about our audience to use. ■

Local Editors Are Spreading the Word

Communicating your RAD program—its goals, plans activities, and successes—to the public is part of Extension's educational and organizational role in RAD.

Editor Stirs Interest With OEDP Reprint

"Our Overall Economic Development Plan could stir up a lot of local interest—a necessary part of any RAD success. But first, we must get it in the hands of the citizenry. How?"

That question came up as the Kalkaska County, Mich., RAD committee put the finishing touches on its OEDP in early 1962. Someone mentioned that the local weekly paper, the Kalkaska *Leader and Kalkaskian*, went into virtually every home in the county. Why not use it?

Although not on the committee, editor Wilson Rowell was eager to help. He ran the entire OEDP text as a center page. He then used the same type to run off one-page reprints plus most of the content of a hard-cover booklet.

The committee paid the newspaper for ink, paper, and other extra expenses. The editor provided most of the labor free of charge, so the total cost was well below a regular full-page advertisement.

"We sent most of the reprints out of the county," reports Norm Brown, county extension director and head of the RAD Agriculture and Forests Committee. "About 25 went to State and Federal offices. Senators, congressmen, and others have gotten well over 100. Almost all reprints are now gone."

Brown notes novel evidence of thorough readership. Some 200 people have called the committee's attention to the OEDP's two or three minor typographical errors!—Hugh M. Culbertson, Assistant Extension Publications Editor, Michigan.

Local Editor Handles News for Steering Group

Three newspaper editors are on the steering committee of the 11-county SE Iowa pilot project in area development.

One of the editors, Bob Norberg, writes news stories on area RAD steering committee actions for all nearby papers and radio stations. The Davis County extension office with Bill Beyers as director, handles mimeographing and mailing.

This kind of cooperation gives all the area's news outlets well-written, thorough coverage—and an e break on RAD news. It's credi with helping to get "sensible" a "self-controlled" support from lo papers and radio stations. They w with the committee—not ahead of or against it.

But not all the area's RAD n media support is handled this w Far from it!

Iowa State's extension edito staff and other extension work are working closely with local edi and radio stations. Main emph is to mesh the RAD program w editors' natural interest in devel ing the area's economy.

One effort has been an edit background book, providing infor tion on the area's development-p gram. This is paying off in more better stories and editorial comm Plans for an editor's seminar on area RAD program are being con ered.

County extension directors in e of the 11 counties of the area keep a steady flow of localized colum news, and radio programs. These s plement and complement steer committee news.

Emphasis has been on honest- goodness involvement. It's a lo people's program. They make news. And, thanks to Norberg's co mittee releases, they read it. ■

EXTENSION SERVICE Review

SEPTEMBER 1962

(See 4-H New Frontier Days, page 184)

U. S. DEPARTMENT OF AGRICULTURE · FEDERAL EXTENSION SERVICE

EXTENSION SERVICE Review

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

The Extension Service Review is for Extension educato —in County, State, and Federal Extension agencies—wh work directly or indirectly to help people learn how to use th newest findings in agriculture and home economics researc to bring about a more abundant life for themselves and the communities.

The Review offers the Extension worker, in his role of ed cational leader, professional guideposts, new routes, and too for speedier, more successful endeavor. Through this exchan of methods, tried and found successful by Extension agen the Review serves as a source of ideas and useful informati on how to reach people and thus help them utilize more ful their own resources, to farm more efficiently, and to make t home and community a better place to live.

Vol. 33 **September 1962** **No.**

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Division Director: ***Elmer B. Winner***

Editor: ***Walter A. Lloyd***

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In This Issue

EAR TO THE GROUND

The trouble with opportunity is that it comes so often disguised as hard work.

This little squib, found in a recent issue of the Suffolk County (N. Y.) Farm News, is good for a chuckle. But more than that, if taken seriously, it looks like an obvious truth. Opportunity and hard work are bound to go hand in hand. But they are not necessarily of equal weight.

For example, in this issue are announcements of the winter schools for extension workers. Georgia and Arizona again are offering a variety of courses taught by recognized authorities during January and February. This is the second year for Arizona, fourth year for Georgia.

Now there's an opportunity for extension folks to add a few graduate credits, brush up on a familiar subject, tackle something new, or pick up some new ideas and approaches to their work.

Hard work? No doubt. But not completely.

Both schools offer a change of pace from office routine, mild climate in mid-winter, and a chance to meet and exchange ideas with other extension workers. You'll find more information on these schools on page 191

Of course, not everyone can a tend these classes. And for those w don't, the Review keeps right on fering opportunities to pick up a exchange ideas with other extensi folks each month.

In his article on the next pa Bond Bible, rural sociology specia in Ohio, asks and answers some pe nent questions on working w groups.

"Why is one group more effect than another? How can a commit improve its functioning? How do get people involved in committee tivities?

"To help answer such questions us examine certain basic princi (developed through experience research) of working with groups.

You'll also find in this issue a cles on working with food retail urban and suburban youth, low come families, fertilizer dealers, local planning groups; and proaches to communicating.

Hope you find some hints here t you can turn into "opportuniti without too much hard work.—D

Next Month: Planning Effective tension Youth Programs.

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.

Effective group work depends a great deal on preparation beforehand—selection of members, meeting place, and background information—and participation by all members.

Group Work that can "Go Places"

by BOND L. BIBLE, Rural Sociology Specialist, Ohio

EVERYONE has belonged to a group that never seemed to "get anywhere." You have probably also participated in groups with clear purposes and effective ways to reach them.

Why is one group more effective than another? How can a committee improve its functioning? How do you get people involved in committee activities?

To help answer such questions let us examine certain basic principles (developed through experience and research) of working with groups.

Know the Group

Knowing the group is important for effective working relationships. Who makes up the group? Are they the elite or the common folk? Are they city or farm people? Do they have a college education or less? The more information you have about a group's members, the better use you can make of their abilities and interests.

Information about group members is helpful in selecting people for committee assignments. Depending on its job, a committee may require members with specific competencies, backgrounds, special interests, or points of view.

Effective groups clearly understand and can state their purpose or job. It cannot be said too often that a clear purpose is essential for a group to produce. If decisions for action are made in terms of purpose and toward long-time goals, greater progress will be made.

Good leadership is basic to all productive group experience. Leading group thinking requires training, study, practice, experience, and continuous self-examination on the part of the leader.

The leader's role involves:

- Helping the group decide its purposes.
- Helping the group become conscious of the group process to improve its operational efficiency.
- Assisting the group to become aware of its talents, skills, and other resources.
- Keeping discussions focused on the problem.
- Developing group methods of evaluation so the group can improve its process.
- Helping the group create or terminate jobs and committees as needed.

Every productive group uses a well-laid plan. So much of the job is done in an informal setting, it may appear to be casual. But this is far from the truth.

Every series of committee meetings

(See Groups that "Go," page 190)

Inform Via PRO COMMUNICATORS

by HOWARD DAIL,
Information Specialist, California

How can you utilize professional mass communicators well in getting your information to the public?

For one answer, look in the direction of Fresno County, Calif. There effective relationships between Extension and mass media (radio, newspapers, television, and magazines) have been developed by the county farm and home advisors (county agents) for many years.

Such close working with mass media has resulted in wide distribution of information. County Director Ray Crouch estimated that in 1960, some 8,000 column inches of newspaper space, 30,000 feet of radio recording tape, and 18 hours of TV were devoted to university and USDA agricultural, home economics, and 4-H information.

The county staff has established itself well with the 10 full-time professional mass media men working in the Fresno area. These men almost automatically communicate with the advisors when they want agricultural information. The advisors, in turn, keep communicators well informed.

Crouch says, "When a professional person spends the time to write a story, make a radio tape, or prepare a film about our work you can be almost certain it will be used, and be given a good position or time."

For 14 years, the regular Monday morning conference of the 18-person staff has also served as a sounding board. Television, radio, and newspaper men are on hand to hear staff members tell of activities in their fields. These brief reports often lead to articles or broadcasts.

Regularly, KMJ-TV has a 4-man crew video tape a 7-minute agricultural program for telecasting that evening. The program director interviews one or more of the farm advisors following the staff conference.

Another television station, KFRE-TV, calls on the staff frequently for assistance. For example, they asked help in filming a newly purchased site for a University of California experiment station in Fresno County.

Four radio farm directors working in Fresno are heard throughout the San Joaquin Valley. They tape a number of programs with extension staff members and frequently call the office for information. A farm advisor wishing to announce a meeting has no difficulty getting on one of the farm shows.

Three full-time farm reporters with the Fresno Bee are considered almost regular staff members by the extension workers. They carry, in the weekly Country Life section of that newspaper, columns of articles based on extension work.

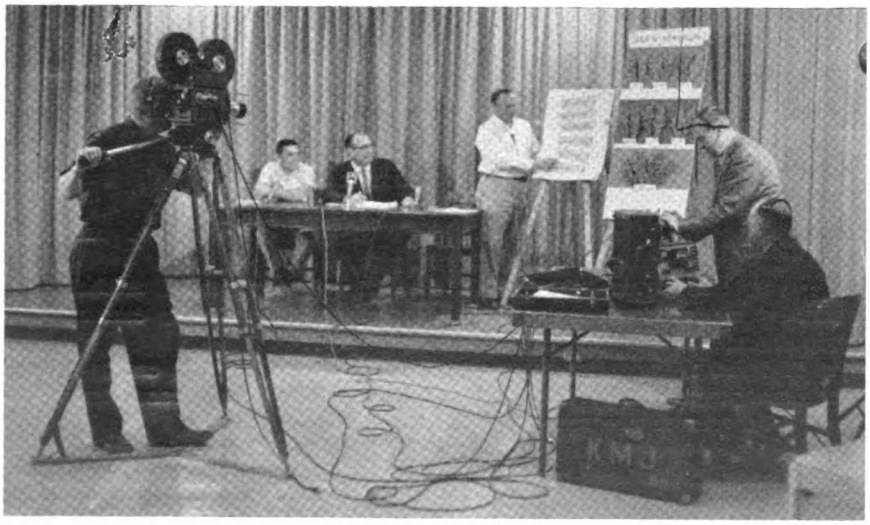
A representative of the State farm magazine living in the city calls on the advisors frequently. National farm magazine editors stop at the office from time to time, and the county director informs them about possible feature articles.

Program Support

Because of the close cooperation with professional communicators, farm advisors do not issue a regular news release service. Yet, each staff member probably devotes more time and attention to the mass media in a year than many who issue releases each week. Advisors keep alert to the needs of the communicators they work with regularly.

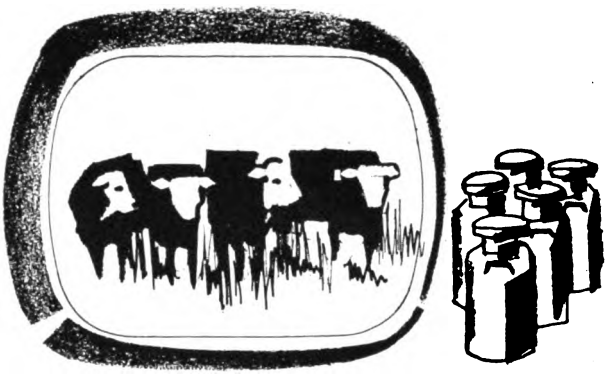
With meetings decreasing in popularity and numbers, Crouch believes that those held should receive much emphasis, both in advance and followup. Mass media are a good means of doing this. He also sees mass media as a way providing the information formerly supplied through more frequent meetings.

Mass media can and do create an awareness that leads to farm calls. Many persons meeting extension staff members for the first time feel that they know the advisors through television or other mass media communications. ■



A television program, for an early evening show, is filmed each Monday following the regular Fresno County extension staff conference. Shown are three members of the Fresno staff with technicians from a local TV station. Tape interviews with radio farm directors are also a regular part of the staff's communications.

EVALUATING TELEVISION FOR EXTENSION TEACHING



by RICHARD E. ESCHLER, Associate Chenango County Agricultural Agent; JOSEPH C. DELL, JR., Assistant Tompkins County Agricultural Agent; and FRANK D. ALEXANDER, Administrative Specialist in Extension Studies; New York

Editor's Note: The study described in this article was designed to determine change in knowledge about feeding dairy cattle among farmers enrolled in a TV dairy cattle feeding school.

In adult education, measuring change in knowledge, attitudes, and behavior through educational efforts has many obstacles and pitfalls. But despite recognized limitations and imperfections, research on an extension TV school was completed and can be demonstrated as a research model.

The TV school on dairy cattle feeding was planned by extension agents from 10 New York and 6 Pennsylvania counties. Telecasts were from a station in Binghamton, N. Y.

A total of 1,588 full and part-time farmers enrolled for the school. In addition, 539 persons who had agricultural interests or were high school vocational agricultural students also enrolled.

The 30-minute lessons were presented on five successive days at 1 p.m. Lessons centered on: introduction, nutrients in feed and how the cow uses them; roughage in dairy feeding; concentrates; feeding the individual cow; and feeding the milking herd.

An animal husbandry specialist from Cornell University taught the five lessons. His subject matter followed closely a workbook which was sent to each enrollee before the series began.

The study included a pre and post-test of knowledge of dairy cattle feeding practices among farmers who registered for the school. These tests were identical. All questions had multiple choice answers. The pre-test was accompanied by questions relating to characteristics of the farmers, while the post-test included questions on evaluation of the TV school.

A random sample of 150 farmers was planned. These were selected and contacted in advance. Following the TV school, agents again interviewed the same farmers. Both the pre and post-questionnaires were sent to the Office of Extension Studies at Cornell University for data processing.

All the sample was interviewed in the pre-survey. Several were "lost" in the post-survey, leaving 116 interviewees for whom questionnaires from both surveys were available and usable. Failure to watch any of the five lessons was the reason for the greatest loss of interviewees.

Characteristics of Enrollees

The sample of enrollees in the TV dairy cattle feeding school was approaching early middle age. Slightly over two-thirds had completed high school and a number had some college training.

The median number of milk cows in the herds of the sample was 30.2. But slightly over one-fourth had more than 40 milk cows.

A large proportion of the sample considered themselves members of the agricultural department of the Extension Service. Almost an equal proportion reported attending most or some extension meetings.

Slightly less than half the sample viewed all five lessons.

Findings of Study

How much influence did the TV school have? Among other points, we found:

- The score on 28 questions relating to dairy cattle feeding rose significantly from 45 to 59 percent as a result of the school.
- Of three age groups (under 40, 40-59, 60 and over) only the 60 and over failed to increase their score significantly. This group had only four interviewees.
- When the sample was divided into three groups, according to years of school completed (8 and under, 9 through 12, 13 and over) each group made a significant gain in score. The 9 through 12 group made the greatest gain.
- When the sample was divided according to attendance at extension meetings, (attending most, attending some, attending none) all three groups made significant changes in score. Those who reported attending no meetings made slightly greater gains.

Those who saw all five lessons made the greatest gain while those who viewed only one or two lessons made the smallest gain.

(See Evaluating TV, page 189)

DRAMA for Teaching News Writing

by EDWIN O. HAROLDSEN, Editor, Center for Agricultural and Economic Adjustment, Iowa

Editor's Note: Mr. Haroldsen was ex tension editor in Utah before join ing the International Cooperatio Administration in 1959. During thi assignment, he helped teach Turkis extension workers to write new articles and found successful th method described below.

How can you teach extension workers to write sparkling, fact-filled news articles which catch the editor's eye?

It's pretty well known that editors are flooded with an ever increasing torrent of handouts. This is why so many county agents are not getting their articles printed.

Probably the biggest challenge in news writing is not writing at all but collecting the significant details which make the story worth reading. Unfortunately, this important consideration often is overlooked. Even formal journalism courses give little practice in collecting the facts.

The writer first has to recognize a good news story possibility. Then he has to scribble down the facts that form the woof and warp of the story. Only then is he ready to begin writing.

If he has omitted important details, he may have to contact his source again to ask more questions. In some instances he may not be able to go back for more information and may have to use only what he got in the first go-round.

One approach to training extension workers in news writing is to stage a mock event, complete with props. This lets the "students" get actual practice in collecting facts as well as in writing them.

We tried this idea rather successfully in Utah several years ago and later in Turkey.

Staging Activities

During week-long information seminars in February and June 1961, approximately 50 provincial agricultural information specialists "covered" staged extension activities. These seminars were held in Ankara, by the Turkish Ministry of Agriculture with the assistance of the U. S. International Cooperation Administration (now Agency for International Development).

The Turkish information specialists, whose jobs compare roughly with a State extension editor, first heard a lecture on news writing. Next, in a warm-up exercise the facts of an imaginary news event were read slowly but disjointedly, as a reporter might jot them down.

The students' resulting news articles were translated and judged for accuracy, completeness, and significance.

Only minor attention was paid to writing a snappy first paragraph. We encouraged them to concentrate on accuracy and getting more enlighten ing facts.

We believe this is especially im portant in writing extension article An extension news article shoul have some "take home" value to th reader—information that will hel him.

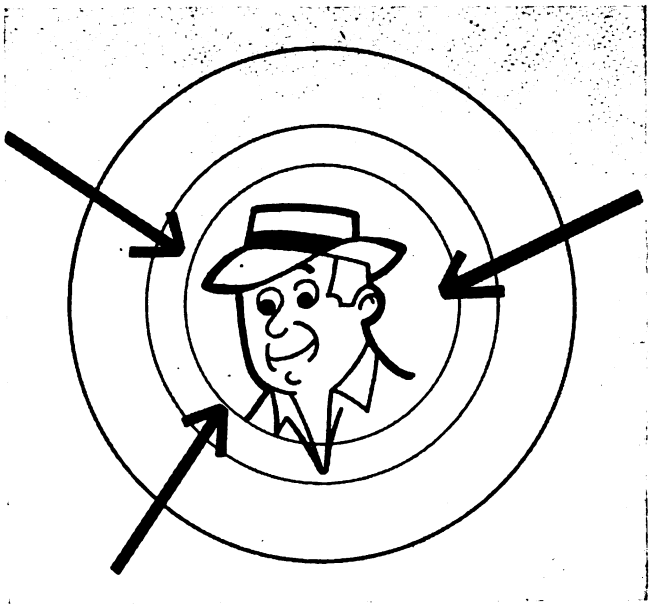
After the students heard what the did wrong in their first effort, the were taken by magic Turkish carpe to an achievement day.

Extension home economics and in formation workers portrayed th muhtar (village leader or mayor) county agent, provincial home econ omists, and volunteer village hom economics leader. Each, wearin identification cards, gave prepare

(See Drama Teaches, page 190)

A project leader demonstrates yogurt-making during a home economics achievement da staged for Turkish provincial information specialists to practice news writing. Identifica tion tags signify a county agent, village leader, county commissioner, and home econo mist—all part of the drama.

Direct Mail— for Pinpointing Audiences



y EDWARD H. ROCHE, Direct Mail Specialist,
ederal Extension Service

s direct mail a new and better avenue for Extension? No and es.

As a communication method, direct mail is as old as Extension. The rst county agent in New York State, or example, made his initial conacts with farmers by mail. John arron, Broome County agent, sent tters to rural voter registration lists acquaint farmers with the educaonal service he was offering.

So direct mail isn't new. But is a better avenue or communications ethod than others?

The answer is a qualified yes, deending on who the extension worker is trying to communicate with and hat he or she is trying to accomish.

For messages to a broad or general idience, mass media are the best annels. But to pinpoint a relativemall audience, direct mail is the st logical method.

What Is It?

Direct mail is a written message cted to a specific audience to acplish a specific purpose. It's the best thing to a personal visit hone call.

A circular letter to a commodity oup or any special audience, an exsion director's newsletter to State d county workers, a post card to H members, an envelope stuffer enclosed with a milk check or any other mailing, a self-mailing piece directed to a particular group—all are forms of direct mail. Even this magazine, the Extension Service Review, is direct mail.

A circular letter may be sent to dairymen, for example, to explain the benefits of bulk tanks. The director's newsletter may be to report new developments of interest. The post card to 4-H'ers may be to announce a meeting. The envelope stuffer and self-mailing piece may be part of a series to motivate farmers to soil test, control mastitis, improve pastures, or adopt other practices. The Review's purpose is an exchange of ideas among extension workers on successful educational methods.

All the above examples have one common characteristic. They are directed to a specific audience to accomplish a specific purpose.

When used this way—to one audience for one purpose—direct mail gets results, too.

A study of a home economics newsletter in Colusa County, Calif., last year, for example, revealed that a majority of the homemakers read and used the information. All homemakers who returned the questionnaire said they read the newsletter, with 60 percent reporting they read all of it. Half the homemakers said they used some of the information and only one reported she had never used any information.

In a 7-county survey in New York State, more than 500 farmers were interviewed about practice adoption. Those who adopted the recommended practices listed direct mail as an information source more frequently than any other medium.

Measurable Results

Another indication of direct mail's value is seen in information campaigns conducted in two Washington counties. Direct mail, newspaper, and radio releases were used in Whitman County to encourage farmers to return a farm and home accident survey questionnaire. In Yakima County, where a similar safety survey was made, only mass media were used.

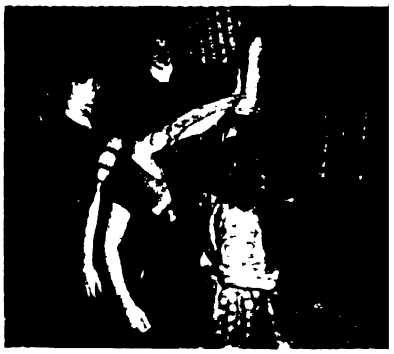
What were the results? An even 50 percent of Whitman County farmers returned the questionnaire, compared with 28.2 percent in Yakima County.

Direct mail can't be given full credit for the difference in returns. Many other factors probably had an effect. But direct mail was a definite factor.

One reminder card sent out 7 days after the questionnaire in Whitman County stimulated a spurt of several

(See Direct Mail, page 189)

"4-H New Frontier Days"



Ponies stole the show in the livestock tent during the 4-H show put on in a suburban Maryland shopping center. The Horse and Pony clubs gave demonstrations with their animals and offered rides to visitors

by DOROTHY V. MARKER, Assistant Home Demonstration Agent, and JOHN I. PLOG, Assistant County Agent, Prince Georges County, Maryland

"We would like our children to join the 4-H club but we live in town." This is a comment agents hear often in Prince Georges County, Md.

The county, adjacent to Washington, D. C., and strictly rural until about 10 years ago, now has a population of 365,000. Housing developments, shopping centers, and apartment houses have sprung up on what once were tobacco farms.

People living in these developments come from all parts of the Nation, and many are not familiar with the 4-H program. Others, who moved in from rural areas, have the idea that 4-H is for rural youth alone.

Crash Program Planned

The problem facing agents in the county now is one of publicity and promotion. How do we get the 4-H story across to these thousands of new people?

One solution chosen was a 4-H "crash" program. A program was designed to show, in a relatively short time, through exhibits and activities, what 4-H has to offer. In addition to promoting 4-H, it gave all existing clubs an opportunity to participate. The activity also provided a chance for the extension staff to meet hundreds of urban people whom we might never meet otherwise.

The total extension staff participated. This was important to the success of the program for, although 4-H was emphasized, all the services of the Cooperative Extension Service were made known.

When the decision to hold the program was definite (after contacting the 4-H and homemakers councils) agents visited the public relations manager at the largest shopping center in the county. He was most anxious to provide buildings and other materials needed.

Week-Long Activities

The program, "4-H New Frontier Days," ran from Monday evening through Saturday afternoon during shopping center hours. The title was chosen to show that the 4-H picture is changing. No longer for rural youth alone, 4-H is moving into urban areas. New projects are being developed to meet the needs of suburban and urban young people.

The week's program included exhibits and activities designed to show a broad picture of 4-H. Exhibits of projects carried by youth in the county were designed and set up by club members. An overall extension exhibit was prepared by the staff to show how Extension can serve youth and adults.

Club members, leaders, and agents were on hand at the exhibits to answer questions and discuss the 4-H program. Cards were made available for youth and adults to fill in if they were interested in participating in the program.

Special activities were held throughout the week to give the people an idea of the variety of even 4-H offers.

The official opening on Mond evening included a band concert, talk on "Youths' New Frontiers" a member of the board of coun commissioners, and a tour of t 4-H exhibits.

Each weekday evening club mer bers gave demonstrations from th 4-H projects. We found that mo people stopped to watch when der onstrations were given outdoo rather than inside. Musical accor paniment for the county fashion sh was provided by a high school dan band. On Saturday, 4-H'ers ga more demonstrations and offer pony rides to the youngsters.

A dog show, with 30 youths parti pating, climaxed the program. The people were enrolled in a 16-we 4-H Dog Obedience Training Cou taught by members of the Hyattsvi Dog Club.

Cooperative Promotion

Publicity for the event was pr pared by the 4-H agents and t county public relations officer. Cou ty and city papers carried stori high-lighting the week's activities.

The shopping center featured article about the program in shopping newspaper which reach 60,000 people. Washington, D. C., a county radio stations also carried a nouncements of "Frontier Days." T 140 county schools received speci announcements of the program. A

)00 posters announcing the event vere displayed throughout the coun-y.

No admission was charged for any f the exhibits or activities. The omemakers council contributed ioney for expenses. Business con-erns supplied materials and per-onnel not taken care of by the coun-il or merchants association of the hopping center.

Weighing the Experience

Looking back, we find this pro-am hard to evaluate. Perhaps the ıture will tell, as interest in new -H clubs is found in the urban areas. his fall we will organize clubs of outh who showed an interest in 4-H hrough cards and phone calls) at -H New Frontier Days."

Although there were problems, we el the program was a success. Many ore people know what 4-H has to fer urban youth, and the extension aff has made many new personal ntacts.

It is hoped that a similar program ll be held next year. This one will easier since we have a guide to low. Of course, some changes will made.

For example, the program will run ly Thursday through Saturday—ger shopping days. All activities d exhibits will be held under one of if possible because people do not e going from one building to other. And summer may be a ter time to hold the program since children will be out of school and have more time to participate.

Agents estimate that at least 12,000 people saw the exhibits or some of the activities. We know there was a great deal of interest. ■

Clubs designed and set up exhibits describing their 4-H projects. An information booth, showing the adult side of extension work, was manned by county staff members.

Use of fertilizer increased Oklahoma net income from wheat at least 25 percent in 1962 and placed higher quality wheat in market channels. Much of this increased and improved use of fertilizer is credited to district short courses on fertilizer needs and use. Fertilizer dealers, bankers, and agricultural workers (like this graduating group) attended the courses.

Industry Co-sponsors Soils Short Course

by LEE STEVENS, Visual Education Specialist, Oklahoma

OKLAHOMA farmers increased use of fertilizer 54 percent for the 9 months previous to March 1 of this year over the same period a year ago—an all-time high for use of fertilizer in the State.

Much credit for this (and resulting increased crop yields) can be credited to interest generated by a soil fertility short course. This course was sponsored jointly by Extension and the Oklahoma Plant Food Education Society.

Working through county agents, Extension Agronomist Gaylord Hanes invited fertilizer dealers, bankers, and professional agricultural workers to enroll in a 5-session short course on fertilizer needs and use. An enrollment fee was assessed for the course.

"Many fertilizer dealers and others had a limited knowledge of soils and the product that the dealers were selling—fertilizer," according to Dr. Hanes. The short course was intended to develop, among fertilizer dealers and others, a deeper appreciation of soils and soil testing facilities available in county agents' offices.

"This short course should have long range and lasting benefits. We were teaching fundamentals that will be equally valuable year by year," Hanes believes.

He pointed out that when fertilizer dealers understand basic fundamentals of plant nutrition and soil fertility they are more capable of interpreting research results and field observations. This also makes dealers better able to advise farmers on a sound fertility program.

Industry Participation

Two series of meetings were scheduled—in the fall of 1961 and the spring of 1962. Top men in industry and Oklahoma State University personnel in the field of fertilizers and its use were brought together. Subject matter included discussions on nitrogen, phosphorus, and potassium fertilizers; soil plant relationship; soil testing; and merchandising fertilizer.

Personnel helping to handle these assignments included: Roy Frierson, president, Oklahoma Plant Food Education Society, and sales manager, Phillips Petroleum Company; Dr. Dick Basler, agronomist, Spencer Chemical Company; Dr. J. Fielding Reed, southern director, American Potash Institute; Dr. R. L. Beach southern director, National Pla Food Institute; Dr. N. D. Morga agronomist, American Potash Inst tute; Dr. R. P. Thomas, chief agro omist, International Minerals a Chemical Corporation; John M. M ler, agronomist, Consumers Cooper tive Association; Dr. Vic Sheldo John Deere Chemical Company; Pe ry Onstott, Grace Chemical Co pany; K. Chandler, Best Fertili Company; and Jack Lindsey, H Hoffman, and Tom Sheahy of t Agricultural Chemicals Division I ternational Minerals and Chemic Corporation.

Dr. Hanes and Elmo Bauman the extension agronomy departme and Dr. Billy Tucker and Dr. J. Lynd of the OSU agronomy depa ment also assisted in subject matt presentation.

A handbook, containing a summa of each of the sessions, was given each person enrolled in the cour Diplomas were presented to those s tending four of the five sessions.

Attendance indicates the popula ity of the short course. Short cours were held in 5 locations for 35 cou

(See Short Course, page 189)

FOOD RETAILERS SUPPORT MEAT CLINIC FOR AGENTS

by MRS. ANN D. CHADBOURNE, Editorial Staff, Vermont

"VERMONT home agents expect to reach nearly 10,000 women rough home demonstration work one this year," says Mrs. Doris eele, State home demonstration ader. "And through various media, formation on meat buying and eparation will reach approximately e-third of Vermont homemakers." Since meat takes a major share of e family food budget, Vermont omen wanted to know what's new buying and preparing meat. Home ents, hoping to learn some of these swers for homemakers, requested short course on cuts and grades meat from the wholesaler to the mily dinner table.

Varied Viewpoints

Mrs. Steele sought the cooperation resource people from several agens as well as from University of rmont staff. A representative of ail grocers, for example, particited in the program.

"The variety in points of view add greatly to the effectiveness of the nic," one agent said. Many felt e training would broaden and enh their local programs.

The clinic opened with a demonstration of roast beef cooking by Anna Wilson, extension nutritionist. She prepared three types of roast for sampling by the agents, who then rated the meat on appearance, taste, and quality.

Another highlight of the program was an explanation of how retail stores buy meat. Marketing Specialist Tom Stanley also outlined customer preference at the meat counter. This gave the agents a better appreciation of the store managers' job to provide a selection of cuts at reasonable prices.

Later, he showed agents how to get more mileage from meat dollars by using roasts for several meals.

Agents who understand how to use lower-priced roasts can help their club members stretch the food budget while preparing well-balanced meals.

Donald J. Balch, assistant professor of animal and dairy science at the University of Vermont, explained ways to select and prepare lamb. He showed how to select top quality lamb and to prepare and serve appealing dishes.

Dr. E. W. Wilson talked on his duties as a federal meat inspector.

Next morning the agents were back on campus for talks by a visiting professor. Once again, cooperation proved to be the keynote to success.

Using colored slides, Prof. Donald M. Kinsman of the University of Connecticut outlined the newest techniques in meat curing and processing. Other slides helped the audience recognize quality and grades.

A second evening program found the group at a supermarket, where they watched a demonstration of meat cutting and packaging.

The final day of the clinic opened with an explanation of steak and hamburger cooking by Nutrition Specialist Anna Wilson.

Then Tom Stanley spoke on frozen meat and meat products and prepackaging of meat. Since the agents had seen meat being prepackaged just the night before, his talk provided an opportunity for a question and answer session.

At the close of the conference, a discussion panel gave the agents many valuable ideas on how to apply their new knowledge in working with home demonstration clubs and individual members.

Taking part in the discussion were Miss Wilson; Mr. Stanley; Mrs. Steele; Mrs. Marlene P. Thibault, Franklin County home agent; and Carl R. Smith, executive secretary of the Vermont Retail Grocers Association.

Followthrough Activities

Since the November clinic, the agents have given many leader training meetings on beef selection. Not only home demonstration agents and 4-H project leaders but also organizational representatives and interested individuals have attended.

Groups also have visited grocery stores to see the managers give private demonstrations of meat cutting and selection.

Some home agents have written brochures on meat buying and preparation. Store managers have cooperated by making the booklets available to their customers. At the check-out stands, clerks drop a booklet in each customer's bag.

This approach has been so successful that many women now stop agents in the stores to request further advice. ■

The Nutrition Story for low-income families

by MARY MAHONEY, Assistant Editor—Home Economics, Texas

TEXAS extension home economists, cooperating with church, civic, and housing unit representatives, have reached a whole new group of homemakers with a nutrition program.

The homemakers, living in a Houston low-income housing project, represent more than 300 family members. They include young mothers with 1 or 2 children, older homemakers with 5 to 10 children, and several "senior citizens."

In a series of classes early this year, the homemakers were shown the nutritional value of donated foods, proper food storage, ways to use the foods in appetizing dishes, and meal planning.

Many families in the housing center do not receive donated foods. But the basic nutrition information helps them stretch food dollars and plan balanced, appetizing meals.

Industrial home economists assisted extension leaders with the teaching and demonstrations.

The Rev. James R. Noland; Mrs. Annie Mae Hatchett, District home agent; and Mrs. Larry Mills and Mrs. Lillian Warren, leaders from a Houston housing unit, confer about nutrition classes for low-income homemakers.

Local Steering Group

Planning for the nutrition program began last December when key housing and extension leaders proposed a tentative program. In January a steering group of local men and women worked out details. This committee outlined five training meetings for leaders who in turn took the information to homemakers. A different approach was used after the second meeting; information was presented directly to homemakers.

Mrs. Gwendolyne Clyatt, consumer marketing specialist, trained the first foods leaders. Women from a church, which had previously assisted housing center families, and homemakers from the unit served as volunteer leaders.

After the leaders demonstrated ways to use cornmeal, Mrs. Clyatt emphasized that the recipes chosen were easy to prepare, saved time, did not require many dishes or pans, and were foods which she cooked at home. Proper storage of the meal also was discussed.

A demonstration on variety in the preparation of dried beans was given by Mrs. Mary Harrison and Mrs. Marion Monroe, assistant Harris County home agents, at the second training meeting.

Uses for rice and cheese were demonstrated by a representative from the Rice Council for Marketing Development. And two home economists from the Houston Lighting and Power Co. showed uses and storage of dry milk and peanut butter.

A veterans' hospital dietitian, a home economist for the Texas Gulf Bakers Council, and the district home agent combined forces for the program on menu planning. These, too, were based on donated foods.

At the close of each nutrition ma ing, an evaluation session was h and plans for improving subsequ meetings were outlined. A home ec omist with the Neighborhood Cen Association and those who presen the demonstrations assisted as c sultants at the evaluation sessions

Success Registered

Interest in the nutrition project i creased as the course progressed a news about it reached homemake When a nursery was provided f young children, more mothers we able to attend.

Nutritional information present to the original group has been mod fied and is being given to new fam lies in the housing project. Each ne homemaker is given copies of recip and suggested menus calling f donated foods.

Mrs. Lynn Conner, interviewer f the Houston Housing Authority, com ments: "The nutrition teaching w one of the finest projects ever carrie out here. Commodities were not bein

ilized to the maximum, and we felt e homemakers could achieve a eat deal more variety in their meals h a little help. Now we are trying share the information with new milies."

One homemaker, who also served a leader, says her training in adce meal planning enables her to ke out food shopping lists early take advantage of seasonal and ntiful foods.

ogether with a member of the porting church group, this homeker was on the original steering up and the first teaching team. two women now work with new nemakers in the housing unit.

fficials at other housing units, r learning about the nutrition ses, have requested help in setting similar programs.

s further proof of the program's cess, Mrs. Annie Mae Hatchett, rict home agent, says homekers who received the nutrition ning are requesting classes in hing construction and home nagement. ■

'ALUATING TV

om page 181)

All three groups according to l size, (25 and under, 26 to 40, and over) made significant gains nean percent scores. The 26 to 40 group had the largest gain, fol-ed closely by the group with 25 under.

The increase in the percentages he sample of enrollees knowing correct answer on the pre-test on the post-test was significant 22 of 29 questions concerning y cattle feeding.

Eighty-four percent of the sam-of enrollees correctly solved a tbook problem on T. D. N. in a n quantity of oats.

Enrollees' Evaluation

ree-fourths of the sample of en-es indicated they had heard of program from the agricultural t—through a letter or card, the ty Farm and Home News, or onal contact. Since most of the ple considered themselves members of the Extension Service, the opportunity for these extension sources of information to inform them first was better than for nonmembers.

Lesson four, which dealt with feeding the individual cow, received the highest rating as to helpfulness. This was followed closely by lesson three, on concentrates.

Eighty-eight percent of the sample thought the subject matter was about right in difficulty.

Eighty-five percent considered the length of each lesson (30 minutes) about right.

Of the teaching aids used (still pictures, charts, and lettered placards) charts received the highest helpfulness rating.

Seventy-three percent thought the workbook, sent them in advance, was very helpful.

A good majority, 59 percent, indicated that if the school were repeated, they would prefer the same schedule—1 lesson a day on 5 successive days.

Forty-four percent preferred getting information on dairy cattle feeding through TV programs.

Fifty-two percent favored 12:30 to 1 p.m. for future schools rather than 1 to 1:30.

Eighty-seven percent of the sample indicated they would like other farming topics presented on television.

This study strongly supports the conclusion that the TV dairy cattle feeding school, through the teaching heard and viewed and through the workbook, significantly increased enrollees' knowledge about dairy cattle feeding. ■

DIRECT MAIL

(From page 183)

hundred returns. In Yakima County, on the other hand, returns started high and ran steadily downhill for several weeks.

Results like these are part of the reason more and more extension workers are using direct mail. Another reason is that farmers are a continually declining percentage of a newspaper's circulation or the audience for a radio or TV station. So editors and broadcasters are less interested in how-to-do-it agricultural stories.

Mass media still want agricultural news, but they want the kind of interest to their urban and suburban audiences. So extension workers still rely heavily on newspapers, radio, TV, and other mass channels to communicate with the general public. But to pinpoint a specific group and make sure their message is received—they use direct mail.

The biggest single advantage of direct mail is that the sender can single out an audience and send a message in the form he chooses. With direct mail, the sender controls who receives the message, what it contains, how it is written, whether it is illustrated, and when it is sent.

When he does these things well, his direct mail communicates effectively. ■

SHORT COURSE

(From page 186)

ties in the fall of 1961. Out of 435 people attending, 235 were fertilizer dealers; 87 percent received graduation diplomas.

To date 835 people have attended the short course, 412 of them fertilizer dealers. The remainder were professional agricultural workers and bankers.

Short courses are scheduled for the remaining areas of the State this fall with a potential of 300 more students.

As a continuation of the program, Dr. Hanes and Mr. Bauman are preparing teaching aids and lesson plans for extension agents to use in their counties. These county courses will start in the fall. Fertilizer dealers and others who attended the district short courses will assist with sessions on the county level.

Extension Director L. H. Brannon termed the short courses a technique for fast mass dissemination of information to Oklahoma's agricultural leadership. "It is a good example of shortening the time lag between research and application," he said. ■

GROUPS THAT "GO"

(From page 179)

must unfold with a logical sequence. When the committee begins with an overall plan in mind, and when it divides the job into component parts, progress is certain. So committee productivity is a series of carefully planned steps.

To do any task well, you must prepare in advance. To paint the family house, you must have the materials and equipment ready to use. The same holds true for effective group meetings. Chairman and members should have the agenda, factual materials, minutes of other meetings, and all other necessary information at hand.

Production depends on preparation. People who are unprepared waste time.

Groups that get things done have meeting places that lend themselves to thoughtful deliberations. This includes the size of the room, type of seating, ventilation, and freedom from distractions.

The meeting place should encourage interaction of group members. This usually means sitting around a table or placing chairs in a circle.

The working atmosphere is created by the members themselves. A healthy emotional atmosphere can be created and maintained when members concentrate on: being receptive to the ideas of other members, being considerate and friendly, encouraging everyone to participate in the discussion, and, analyzing ideas rather than giving value judgments.

Keys to Participation

Participation is based on both right and responsibility. People understand and accept best the actions which he or she helped originate. If a committee member feels that something he did was responsible (in even a small measure) for the committee's action, he is much more willing to accept the results accomplished. The goal of the leader is to have the members feel that group action is their action.

A group is usually stronger if many members perform leadership jobs. At times, one member may present an idea, another may elaborate, another may compromise, another may summarize, and so on. In an established group, no single member feels entirely responsible for the direction of the discussion or the success of the meeting.

This type of leadership demands responsibility of every member. But there is still need for some person or persons to coordinate the total action.

If a group is to reach and maintain high productivity, its members have to provide two kinds of needs—what it takes to do the job and what it takes to strengthen and maintain the group.

Any group is strengthened through participation if its members: (a) become conscious of the functional roles the group needs; (b) find out the degree to which they are helping meet these needs; and (c) undertake effective self-training to improve their member-role behavior.

Involvement of individuals in a group is closely related to participation. Involvement can be increased in several ways.

People are attracted to groups that are friendly, give prestige, accomplish worthy things, and, in general, meet their personal needs and interests. So it is useful to emphasize the accomplishments, fun, and recognition for this work.

Committees which get things done keep good records and issue periodic reports of progress.

One of the greatest rewards in working with groups is the realization that better programs, policies, decisions, and understandings emerge when people pool their thoughts. Good committees are the key to the effectiveness of functioning organizations and better communities.

To keep our democracy healthy and growing, people must involve themselves in day-to-day group work of the community. The best way to preserve our democracy is to have millions of democratically trained citizens who assume group responsibility for furthering the goals of our free society. ■

DRAMA TEACHES

(From page 182)

talks, including specific facts and figures that could be used in a news story.

The "provincial home economist" called attention to a home economi exhibit which had been set up f the occasion—canvas clothes clos bottled fruit and vegetables, washi board, and men's shirts.

Finally, the "village leader" gave demonstration on washing a woma sweater.

Reporting for Practice

When achievement day was ov the "students" were asked to wr a news article from their notes. Th had been warned to take notes a were given some pointers on it.

A few relied too much on th memory. Their articles were som what vague, inaccurate, and lacki specific details.

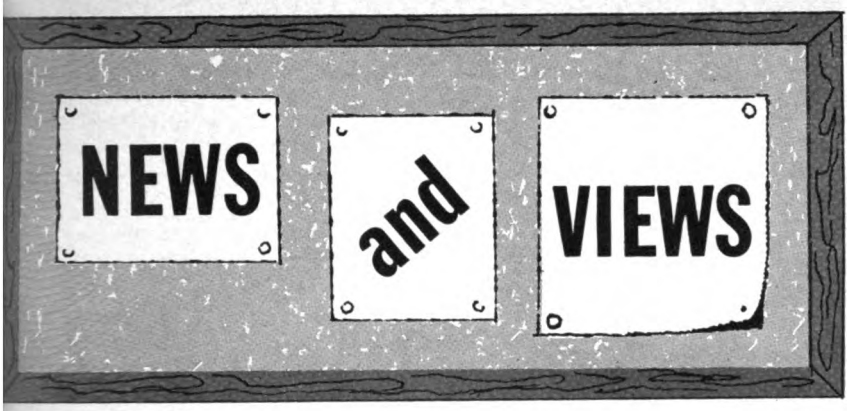
However, most of the Turks quite well. Their articles would h been acceptable in any provinc newspaper.

In 1957, we tried a similar syst of teaching news writing to cou agents and home demonstrat agents in Utah. Instead of a ho economics festival we staged an i aginary dairy field day using m film and a taped commentary by extension dairyman.

However, the live role playing g better results than the film and t recording. The action moves too r idly in a movie, and speech tend be too fast in a tape recording. A the dark room needed for a m made note taking difficult.

A few cautions should be voi Don't make the activity too com cated or too long. Get the pe who are to speak to prepare sh factual talks beforehand and give a copy. Speakers should stick to t prepared speeches (but read t slowly and deliberately). That you have a good key by which grade the accuracy and complete of the news article written.

Possibilities for staging m believe extension activities are e less. For instance you could cal your poultry specialist to giv chicken culling demonstration f make-believe county poultry m ing. Or a soils specialist might u blackboard or flannelboard to gi talk to an imaginary soil conserva district meeting. Whatever the tivity, it's the dramatization counts. ■



rizona Announces nd Winter School

Plans are completed for the 1963 Western Regional Extension Winter chool at the University of Arizona Tucson. In operation for the sec-id year, this winter school will be eld February 4 to 22, 1963.

Six courses, each carrying 2 mester credits at the graduate vel, have been scheduled. Students ill be permitted to enroll in two asses, one of the first three and one the second three listed below.

Moses Foundation Scholarships e offered for extension workers who vote a third or more time to youth ork and enroll in 4-H Leader-ip Development. Farm Foundation holarships are available to par-cipants enrolling in Agricultural olicy. Application is made through e State director.

The following courses and their in-ructors are planned:

gricultural Policy — Dr. Wallace Barr, Ohio

H Leadership Development—V. Joseph McAuliffe, Federal Extension Service

ychological Aspects of Communication in Groups—Dr. Ole A. Simley, Arizona

ocedures and Techniques for Working with Groups—Edward V. Pope, Federal Extension Service

sic Evaluation Adapted to Extension Teaching—Dr. Marden Broadbent, Utah

ricultural Communications—Ralph L. Reeder, Indiana

For more information write to Kenneth S. Olson, Director, Western Regional Extension Winter School, The University of Arizona, Tucson, Ariz.

Georgia Offers Fourth Annual Winter Session

The University of Georgia announces the fourth Winter Session for Extension Workers to be held January 28 to February 15, 1963.

Classes will be headquartered at the university's Rock Eagle 4-H Club Center at Eatonton, Ga. Extension workers attending this winter school have the opportunity to earn 5 quarter hours of graduate credit by enrolling in 2 of the 6 courses offered.

Moses scholarships are available to extension workers who devote one-third or more time to youth work and enroll in the 4-H course. Application is made through the State director.

Courses scheduled and their instructors include:

Public Relations in Extension Work —S. G. Chandler, Georgia

Principles and Procedures in the Development of 4-H Club Work—T. L. Walton, Georgia

Operations and Administration in Extension—Mary Louise Collings, 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 Service —R. D. Stephens, Georgia

For more information write to S. G. Chandler, Chairman Extension Training, Agricultural Extension Service, College of Agriculture, University of Georgia, Athens, Ga.

Monthly Revisions in Publications Inventory

The following new titles should be added to the Annual Inventory List of USDA Popular Publications. Bulletins that have been replaced should be discarded. *Bulk supplies of publications may be obtained under the procedure set up by your publications distribution officer.*

F 1260 Stored Grain Pests—*Slight Revision June 1962*

F 2002 For Insurance Against Drought—*Slight Revision June 1962*

F 2151 The Japanese Beetle—How to Control It—*Slight Revision April 1962*

F 2183 Using Phenoxy Herbicides Effectively—*New (Replaces F 2005)*

G 81 Maple Diseases and Their Control—A Guide for Homeowners—*New*

G 82 Selecting and Growing House Plants — *New (Replaces F 1872)*

G 83 Pruning Shade Trees and Repairing Their Injuries—*New (Replaces F 1896)*

L 351 Growing Eggplant—*Slight Revision May 1962*

L 507 Alfalfa Varieties and Areas of Adaptation — *New (Replaces F 1731)*

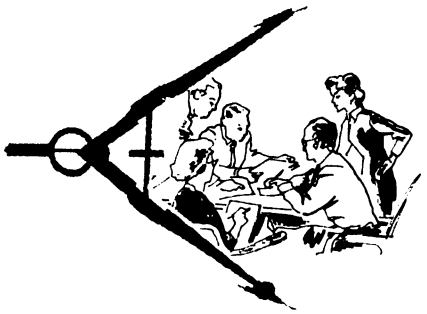
L 508 Bridge Grafting and Inarching Damaged Fruit Trees — New *(Replaces F 1369)*

L 509 Muskmelons for the Garden —*New (Replaces F 1468)*

L 511 Irrigating Grain Sorghums —*New*

L 513 The Chip-Bud Method of Propagating Vinifera Grape Varieties on Rootstocks — *New (Replaces L* 173)

L 514 The Meadow Spittlebug — How to Control It On Legumes—*New (Replaces L* 341)



Pulling Together at the Grass Roots

WHY not one advisory group to channel all self-help State and Federal aid? That's what citizens in Michigan's Upper Peninsula were asking last year.

It was a good question. And the answer may give clues to a key objective of Rural Areas Development and Area Redevelopment Administration programs—getting people organized to help themselves.

The resulting action will also interest anyone wanting to help local citizens cut through the red tape of interagency cooperative efforts and to focus on community problems.

As Gogebic County Supervisor and Ironwood Mayor Roy Ahonen said after a trip to Washington, D. C., "We're convinced that the U. S. Departments of Agriculture, Commerce, and Labor are earnestly trying to coordinate their community aid efforts. And since many of these are geared to solving interrelated problems, why shouldn't we pull together locally?"

Planning Commissions Organize

He answered his own question by returning home to help organize the Gogebic County planning commission.

The county commission is now working on a comprehensive Overall Economic Development Plan to comply with the Area Redevelopment Administration's program. It also is coordinating resources and concepts of the RAD program and is guiding aids available through Michigan State University and the State Department of Economic Development. Possibly most important, the commission has hired a planning consultant to focus local decisions and investments on the area's most critical problems.

Nine other Upper Peninsula counties have formed county planning commissions. And to foster regional approaches and aid local development, the UP has formed the Upper Peninsula Committee on Area Problems.

Organized only 9 months ago, UPCAP has established a regional reference library and obtained the services of a team of economic development consultants, financed through an ARA grant.

The regional planning body has also established 10 standing committees. Two of these, tourism and commercial fisheries, have started their own drives to solve their industries' ills.

County and regional planning bodies weren't born overnight—nor within the last year or so. The movement toward strong local planning and development groups dates back over 6 years, when a Rural Resource Development program was introduce into the 15-county UP region. Th accompanied a merger of Michiga State University's Cooperative Ex tension Service and Continuing Edu cation programs in the district. Th latter move provided university re sources needed by the community oriented program.

Efforts Bearing Fruit

This "growing pains" stage of th community planning hasn't bee fruitless. Results already includ new industries, rejuvenated old busi nesses, new schools, training pro grams for tourist industry employee and improved marketing channe for farm products.

Little wonder then that MSU, RA and ARA workers were impressed the request to channel all outsi help through UPCAP! They fe UPCAP, and the local planning co missions supporting it, represent t accomplishment of the key goal RAD and ARA—people pulling t gether at the grass roots.

They also agree that maximu strength and unity in local adviso groups will magnify results of a State or Federal funds invested underdeveloped areas. ■

—Jim Gooch, Information Speciali Upper Peninsula, Michigan

Federal Extension Service • U.S. Department of Agriculture

PLANNING EFFECTIVE EXTENSION YOUTH PROGRAMS

EXTENSION SERVICE Review
OCTOBER 1962

EXTENSION SERVICE Review

The Extension Service Review is for Extension educato —in County, State, and Federal Extension agencies—w work directly or indirectly to help people learn how to use t newest findings in agriculture and home economics resear to bring about a more abundant life for themselves and the communities.

The Review offers the Extension worker, in his role of ed cational leader, professional guideposts, new routes, and too for speedier, more successful endeavor. Through this exchan of methods, tried and found successful by Extension agen the Review serves as a source of ideas and useful informati on how to reach people and thus help them utilize more ful their own resources, to farm more efficiently, and to make t home and community a better place to live.

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

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Division Director: ***Elmer B. Winner***

Editor: ***Walter A. Lloyd***

Assistant Editor: ***Doris A. Walter***

In This Issue

EAR TO THE GROUND

Deep and wide, deep and wide,
There's a fountain flowing deep and wide.
Deep and wide, deep and wide,
There's a fountain flowing deep and wide.

A favorite among 4-H youth groups, this song also aptly describes the type of planning needed for effective extension youth programs. We need to plan deep and wide for this "flowing fountain of youth" our country boasts.

As Mylo Downey, director, 4-H Club and YMW Programs, Federal Extension Service, explained it to club leaders some time ago:

"What do I mean by 'planning deep and wide'? I am referring to a program which is more than a superficial list of traditional activities—one which goes beyond that to really provide a series of interesting, exciting educational experiences, based on the real needs of the various members in the respective ages of their development. I mean a program which is not limited to the help you as their leader can supply, but which uses all the available assistance and resources in your community."

Plan "deep"—consider the real problems and needs of all you Plan "wide"—involve all who c contribute.

Dr. J. L. Matthews (in the arti to the right) says, "Extension p grams are based on recognized pr lems and needs of the local p ple. . . .

"Extension programs grow out the local social and economic sit tion. The social situation refers the kinds of people who live in area, their aspirations, abilities, problems. This is the human side the situation.

"The economic side includes fin cial status, natural resources, pot tial for improvement, and avail facilities. These influence the q ity of the program planning pro and the program objectives that sult. . . .

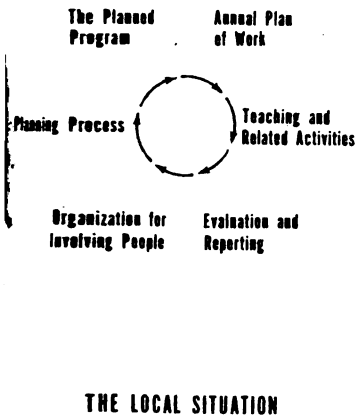
"Sound program planning pr dures coordinate the efforts of m individuals, groups, organizati and agencies."

Other articles in this issue representative examples of exten efforts to involve all possible pe in planning 4-H programs to fit possible youth.—DAW

Next Month: Public Affairs

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.



What is PROGRAM PLANNING all about?

by J. L. MATTHEWS,
Director, Division of Extension Research and Training, Federal Extension Service

PROGRAM planning is the process that extension agents and local ople go through together to deter- ne what the program (4-H or her) will be for a year or longer— ually longer.

It is a part of the business of de- loping the total of extension work a county. Program development a name commonly used for the al extension program planning d implementation operation.

The founders and early leaders of tension and many people since ve stated principles to guide the nduct of extension work. (A prin- le is a statement of policy to guide cisions and action in a consistent nner.)

The number of statements of pro- m development principles that be made depends upon the de- e to which each is spelled out and applications are suggested.

Principles Applied

Here a principle is stated, then lowed by comments about its ap- cation. They are arranged for con- ience in thinking about them in ee very general groups. The first ludes those which have general plication, a second category con- s of operating principles, and the rd has to do with the processes, educational, and other results of program development.

• Program development is a continuous process engineered by the extension worker. A major responsibility of any extension worker is to have an effective program. His role is to initiate and guide program development so that procedures conform to State policies and to the principles of sound program development. In this role the county extension agent is a process expert.

• In program development the roles performed by those who have a part are very important. However, the roles of the extension agent and the lay person are very different.

The county agent has two key roles and sometimes performs both simultaneously. One is the process engineer mentioned above. The other role is that of an expert on certain subject-matter and the local situation.

• Program development is an educational process. The planning processes and procedures followed have two kinds of results. First, there are the educational effects on the people involved in the planning activities. Learning and leadership development take place among the committee members and other individuals as a result of their involvement. A second kind of educational result is those that occur among the people who are expected to change in line with the program objectives.

• Extension programs are based on recognized problems and needs of the local people. Obviously this does not mean basing the program alone on needs that the people recognize at any given time. As an educational leader the extension worker must stimulate the interests and recognition of needs by local people.

The second group of four principles suggests quality standards for the processes or procedures of program development. It is helpful to the extension worker to have standards of quality that the planning process is expected to meet.

• Extension programs grow out of the local social and economic situation. The social situation refers to the kinds of people who live in the area, their aspirations, abilities, and problems.

The economic side includes financial status, natural resources, potential for improvement, and available facilities. These influence the quality of the program planning process and the program objectives that result.

• Decisions about what the program shall be are reached cooperatively by extension agents and the people. They result from cooperative study of the problems, the potentials for improvement, and the available resources for implementing plans. This analysis is followed by agreement on objectives and courses of action to reach them. Being a party

(See Program Planning, page 214)

The 4-H Program and the University

by DAVID D. HENRY, President, University of Illinois

THE 4-H emblem is an insignia respected across the land. Many who cannot interpret the letters know that 4-H is a youth-serving program which has won the esteem of the millions who have belonged to it and in the communities where clubs have been located.

The widespread popular regard for 4-H is a high compliment to those who have participated (some 23 million) and to the volunteer workers (more than 400,000 currently) whose leadership has made the ongoing program possible. It is also a compliment to the land-grant colleges and State universities whose divisions of Cooperative Extension have administrative responsibility for 4-H work.

Natural Growth

One explanation for the grass roots strength of 4-H is the history of year-by-year natural growth, now covering over half a century. Even before the organization of 4-H clubs and the creation of the Cooperative Extension Service, the seeds were planted in "corn clubs," "pig clubs," and similar groups of high school youth who were encouraged by teachers to undertake practical farm work outside of school hours.

University staff members were called upon for advice. The educational values of the clubs were immediately recognized, and both university staff and public school authorities in rural areas encouraged their development. The 4-H club program was a natural outcome of this experience.

The 4-H program immediately became a challenge to school instruction, and a first outcome of the new activity was heightened effectiveness in the teaching of agriculture in schools.

Equally important was the birth of a new attitude toward farm youth at home. Under the influence of 4-H, the farm boy or girl became less a "hired hand" (with little pay) and more a junior partner. Earnings, in turn, often became college education funds.

It was soon obvious that 4-H was as important to individual personal development of rural youth as to the improvement of the teaching of agriculture and home economics, its first interest.

Resources Provided

With the increased emphasis on youth development, university resources beyond the College of Agriculture were sought and provided.

At the University of Illinois, for example, staff members trained in counseling and guidance have helped prepare materials and participated in programs on choosing a career. Representatives of the Departments of History and Psychology have shared the 4-H Club Week program, emphasizing citizenship and perso development. The College of Fi and Applied Arts has suggested cr counselors for 4-H camps. The C lege of Physical Education has r ommended camp counselors and p vided staff for training schools safety, swimming, outdoor living, a nature study.

As new projects have been add to the 4-H program, a variety of st members have helped prepare 4 members' guidebooks as well as m terial for volunteer leaders.

Within the College of Agricultu resident staff and extension speci ists are directly concerned with p paring materials and devising me ods of developing special skills. S cialists also point out specific opp tunities for improving commun conditions through the 4-H progra

Hence, community developm has become an added point of e phasis in the 4-H program. With t concern, an even wider channel university service has evolved.

Expanding Influence

These newer goals of 4-H—p sonal growth and community velopment—have led to interest the program in larger cities. He club projects must, of course, adapted to the new environment, the objectives and the benefits main the same.

In Chicago, for example, 1100 4

lub members are pioneering in the daptation of 4-H to the metropolis. The support which has come from a reat variety of families, on all eco-omic levels and many ethnic groups, as been greatly encouraging.

Another interesting expansion of -H may be seen in its transplanta-on overseas. Colleges of agricul-ure in the land-grant institutions ave become deeply involved in uni-ersity services to underdeveloped ations, through the U. S. Govern-ent. The 4-H idea has been a nat-ral and important export of Ameri-an educational enterprise.

Social attitudes toward youth vary different countries. But it is recog-zed everywhere that the hoped-for ocial and vocational changes in eoples' attitudes and practices will ome more readily through youth aining. Thus, 4-H is as natural an strument for evolutionary change road as it has been in this country.

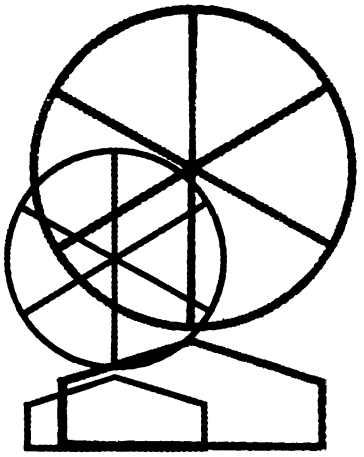
Built-in Support

The historical relationship of the 4-H program to the land-grant college and State university, as an integral part of the off-campus program, is a mutual blessing. No other voluntary youth-serving program or organization has the financial and institutional support which is built into this relationship. Hence, 4-H has stability, continuity, and a pool of resources at its disposal not available to other organizations with comparable programs. It is this framework which sustains and strengthens the educational emphasis in 4-H.

The university, in turn, has in its 4-H clientele a natural audience for its message to young people, an instrument for community service and adult education, and a field laboratory in human relations. It may be, in fact, a "clinical" facility for observation, demonstration, and practice as important for departments concerned as similar opportunities are for medicine, dentistry, pharmacy, and other university disciplines.

There are many problems confronting the university in its administration of the 4-H program. The demand for the organization of new clubs exceeds financial resources. The challenge to program and to organization in new environments is a continuing one. How best to motivate youth for careers and for maximum personal development is a basic query for research as well as for instruction.

These are the problems, however, which always press a university in its quest for new knowledge and new ways to serve. Overall, the 4-H program is a prime resource for the university for service, for teaching, for inquiry, and of course, for effective, meaningful contact with citizens. ■



Phase of the County Program

by LYNN L. PESSON,
Training Specialist, Louisiana

Is 4-H club work an integral phase of a county extension program, or is it a separate and distinct program? This is a question which has been raised by many extension workers.

In Louisiana, we say that it is by nature an integral part. As such, it should be planned, executed, and evaluated as part of the total program effort of extension work.

Modern extension work is problem-centered. Through the programing process, extension agents, in cooperation with representative groups of local people, attempt to define the problems of people as a means of determining the direction and intensity of efforts with them. The result of the planning process is a program that delineates the long-time economic and social ends that people want. Extension then, develops a plan to lead people to accomplishing the ends or objectives within its (Extension's) scope of responsibility.

Subsequent activities of the staff to implement the plan should help people make progress toward these objectives. Finally, the evaluation of progress, and the reconsideration of problem-areas complete the programing process.

There are perhaps three keys in this process:

The extension staff—should understand and accept the process and concept and coordinate their activities to achieve it. Strong, vigorous leadership from them is essential.

The situation—in which people find themselves should be precisely defined and interpreted as the basis for the definition of problems and the establishment of long-time objectives.

Local people—representative groups should be involved in the process to aid in the determination of the direction and intensity of the program.

Twofold Phase

The youth phase of the extension program is twofold. 1) Through the program, 4-H club members are helped in acquiring and applying knowledge in agriculture, home economics, and related subjects. 2) Through this process and the participation in democratic group experiences, boys and girls are helped to become useful citizens.

The major areas to which extension staff working with 4-H give emphasis can and should fit into the schematic design of the extension program and make a significant contribution to youth development.

It is also important to note that Extension works with families in helping them solve their problems. Young people, through 4-H work, can make a contribution. Agents working with 4-H members have the responsibility, where feasible, to impart to them information which contributes to the solution of basic problems facing families.

For example, research has shown that many teenage girls do not eat adequate breakfasts. The result is poor nutrition. This problem can be attacked by work with both adults and young people. At present, seven agents in several Louisiana parish are working toward the solution this problem.

This is also true for agricultur For example, a major campaign fo more efficient corn production wa conducted 2 years ago in Morehou Parish. One important point stresse was soil-testing.

The 4-H club members were aske to cooperate in getting this job don on their home farms. Appropriat training was given to them. In tur they were asked to work with the fathers and others in getting so tests run. A study to check the effe tiveness of the whole campaign ind cated that 30 percent of the farme in the sample gave credit to 4- members for providing the impet to take soil samples.

This is significant, especially whe it is noted that many of these farm ers did not have children in 4-H. B sides the contribution to the pr gram, the resultant benefits to th 4-H members themselves, through i creased knowledge, should have bee substantial.

Another example of 4-H contribu ing to the total extension progra effort is in rural area developme work. Through career explorati extension agents doing 4-H club wo can help youth explore possible c reer opportunities as a result strengthened economy. Or, if the is a surplus of potential labor, 4- members can be acquainted with c reer opportunities available in oth areas.

Extension program developme with 4-H, as an integral part of th effort, is important because:

- Youth development as identifi by the Scope Report is one of Exte sion's major responsibilities.
- Extension's approach is problem centered. It attempts to help peop (families) solve their problems. Chi dren are an important part of th family and research has shown th they can make a contribution.
- Maximum effectiveness can achieved by the extension sta through the integration of their e forts. There should be a clear-c understanding of the objectives be reached and the process achieve these objectives. ■

The 4-H complementary principle has been a basic point of view in program development of the Southern Regional 4-H Committee appointed by the Southern Directors 2 years ago. Five major 4-H program areas have been projected by this committee under the title, "Design for Decisions."

Program Development through Leadership Development

by LLOYD L. RUTLEDGE, Program Leader, Southern Region, 4-H Club and YMW Programs, Federal Extension Service

ET's add more depth, breadth, and d width to 4-H club work!

To do this job we need more appli-ation of a 4-H complements prin-ple. A complement is that which ls or makes complete. Through is principle we can design a co-dinated approach in 4-H program velopment.

Do you remember the researched ronomic example on the economic inciple of complementary? Apply tons of lime per acre; yields in-ease by 1 ton additional forage per re. This represents one way of ing 4-H.

Apply 200 pounds of super phos-ate—P_2O_5 per acre yields ¾ ton additional forage per acre. This represents another way of doing 4-H in some places.

However, 2 tons of lime and 200 pounds of P_2O_5 per acre yield 2½ tons of additional forage per acre. This represents the kind of 4-H club work we must have in our design for the sixties.

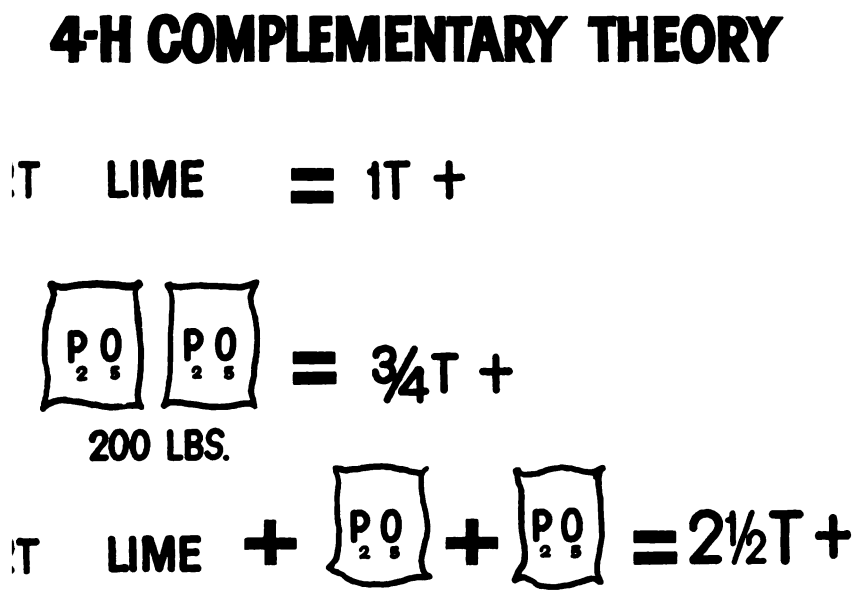
As we design a more comprehensive 4-H program, we need this complements principle in our framework.

Both quantity and quality are needed to make the whole of 4-H club work. Both are plus factors and must be added to create the whole. Always, your ultimate objective is a wider, deeper, higher, greater 4-H program.

The complementary principle to program development has universality. It is applicable north, south, east, or west.

What program vitality do we propose to add to program development? Leadership development is the way for full application of a 4-H principle of complementary and development of the totality of the 4-H program. It is a way of adding an increased dimension to 4-H and the entire extension program.

The primary objective of your leadership program should be based on the philosophy of increasing the reach of 4-H for the development of more boys and girls. Greater numbers of boys and girls should be reached. Their informal educational needs and interests should be met more effectively and efficiently.



Importance of Leadership

Leadership development is an expanded effort to add more breadth to the 4-H program through recruiting, involving, developing, utilizing, and serving volunteer lay people. Leadership development makes a big contribution to extension education because it contributes toward the development of people's intellectual ability, skills, emotional qualities, and philosophy of service. It is adult education at its best.

In leadership development, specific roles for volunteer local leaders should be developed by a staff. These should define definite program roles and objectives.

The 4-H Club is your basic club

(See Complementary Theory, page 214)

What is the 4-H Club Product?

by BURTON W. KREITLOW, Professor, Extension Education, University of Wisconsin

RATINGS of 4-H club youngsters on personal and social behavior are no better and no worse than the ratings given other youngsters of the same age in the same community who have never joined a 4-H club!

When a pronouncement like this first comes from an electronic data processing machine, it seems only natural to suspect that the machine has developed a short circuit—or at the very least is working on last year's data on different feed mixtures for dairy cattle. Such is not the case.

Repeatedly, the Wisconsin longitudinal study of 4-H club work has provided findings that are as startling to the team of researchers as they are provocative for others interested in the 4-H program.

The longitudinal study is unique in that researchers began gathering data on potential 4-H club members in the 1st grade of school in 10 rural Wisconsin communities. These 700 youngsters (and later in a replication study an additional 875) were tested, their parents interviewed, and ratings obtained from teachers on their behavior, work habits, and family background.

As these same youngsters progressed through school they continued to come under the scrutiny of research teams—at the 6th grade, 9th, and 12th. They will be studied again 5 years after graduation.

New Comparisons Possible

The data from a longitudinal study permits intensive new kinds of comparisons. Youngsters with varying years of 4-H club experience can be compared. Nonmembers can be compared with members. Late joiners can be compared with early joiners. Youngsters' estimates of parental interest in 4-H club work at the time they joined can be compared with the tenure of that membership. Questions about the nature of the 4-H product can at last be answered by something more valid than guesses.

Many previous guesses about the influence of 4-H work on boys and girls seem to have been made by enthusiasts who blandly believe that such influence is always for the good.

Evaluations have often been made in the light of the good old club motto and the grand old pledge, assuming that members and clubs unreservedly lived up to both. Motto and pledge were considered objectives and descriptions of a 4-H club "way of life." The result was a conviction that 4-H club work produces in young people a high regard for:

Thinking—thoroughness and togetherness
Loyalty—liberty and love
Service—science and security

The research suggests that the 4-H influence is not always so direct or positive. A short summary of findings will demonstrate the point. More comprehensive results are available in several forms upon request.*

Among the findings of the study to date are:

- Young people join a 4-H club primarily because they want to learn.
- The length of time they stay in 4-H club work reflects, more than anything else, their parents' interest in club work.
- Those who drop out of 4-H cl work tend to criticize the progra as being weak.
- Those active in club work e hibit no higher level of social ski than non 4-H'ers (based on teach ratings and pencil-paper tests).
- 4-H club youngsters also get different ratings on personal a social behavior than do youngste who never joined a 4-H club. (Teac er ratings and pencil-paper te were used.)
- Boys who join 4-H come fr families of significantly higher soci economic status; there are no su differences among girls.
- In the lower grades, 4-H cl work attracts youth who have h higher academic achievement (bas on standardized achievement te and grades given by teachers).
- As youngsters progress throu school, however, 4-H members a nonmembers are more similar their academic achievement.
- Measured intelligence of your sters at the first grade was sligh higher (not statistically significar for those who later joined 4-H clu This difference became greater af participation in a 4-H club progra In the 9th grade there was a signi cant difference in intelligence favor of those who at that time w 4-H members.

It should be noted that as co parisons are made from grade grade, the data used for 4-H me bers are only for those youngst who are continuing in the progra At grade 9 the 4-H club data re to those still in club work, but su plementary data for these sa

Dr. Kreitlow reports on a study which every extension worker should follow closely during its remaining years. We in Extension Service do not have the facilities nor the time to carry out individually the kind of longitudinal study he is working on.

As is true with any good researcher, Dr. Kreitlow collects reliable data, accepts the facts they bring to light, and then thoroughly enjoys letting his mind wander into the realms of questioning, wondering, suggestion.

Notice that Dr. Kreitlow is a question-asker. He does not expect everyone to draw exactly the same conclusions he does. He asks questions which the data arouse in his mind. Let us accept his facts, and question, wonder, suggest with him—and improve the 4-H program.

—Laurel K. Sabrosky, Extension Analyst, Youth Programs, Federal Extension Service

youngsters can be extracted from the 4th and 6th grade basic data and can be used in the comparisons with nonmembers, early drop-outs, and other groups.

If the findings do not always support the subjective judgment of the 4-H club enthusiast, neither are they as negative as detractors would suggest. The findings do raise many pertinent questions about the total program, and warn us not to take lightly the critic who expresses 4-H club objectives in terms of:

Fun—fairs and phantasy
Self—status and success
Projects—play and prizes

Implications To Study

These longitudinal studies point out the need for a more objective and penetrating examination of the 4-H club program than has been forthcoming in short-term cross-sectional research. Several implications can and should be faced squarely by county extension agents, local leaders, and State extension staff. Two examples provide some clues.

1. If there are no differences between members and nonmembers in social skills and personal behavior, is it because 4-H has never actually placed this objective in focus and programed for its accomplishment? Do we educate local leaders so they can help youth in positive social development? Do we select leaders who are positive examples of maturity in this regard? Is the Cooperative Extension Service equipped to accomplish this objective? Should this be an objective of the 4-H club program?

2. Do we want the 4-H program to be selective in terms of early school achievement? Would we do more for youth if the program became even more selective and established high standards of school achievement as a criterion for accepting youth for membership? Or is there a place for the low school achiever in club work? What program changes would be necessary to encourage the low school achiever to membership and give him positive success patterns?

As these and other questions and implications are pondered by interested groups, it is clear that the traditions of 4-H club work may hamper and curtail the creativity of the discussions.

Traditions on Trial

Sixty years ago 4-H club work was an "out front" educational idea. The most creative educational minds of the time liked the idea and from it developed the project, the concept of volunteer local leadership, the local club, the 4-H record, the contest system, and a host of other ideas we now take for granted.

To appreciate the findings of the Wisconsin longitudinal study, we must question frankly some of these program traditions which date back to the social and cultural setting of Rural America in the early 1900's. If 4-H club work were a totally new idea, conceived in answer to youth's needs today, would it emerge in its familiar present program patterns?

To respond objectively to findings of research often requires a courageous brush to blank out some of the stultifying tradition of the past. Only by doing this can we respond to the 4-H club idea against the backdrop of the social and cultural forces of today. It is time that this is done. ■

***Comprehensive Results**

Burton W. Kreitlow, Lowell Pierce, Curtis Middleton, *Who Joins 4-H Clubs.* Research Bulletin 215, University of Wisconsin, October 1959.

Film—*Research Report V—4-H Club Work.* Prints available for purchase or rental from Bureau of Audio-Visual Instruction, University of Wisconsin, Madison, Wis.

Burton W. Kreitlow, Robert F. Barnes, Echo Lidster, *Film Use Guide—4-H Club Work. Research Report V.* Department of Agricultural and Extension Education, University of Wisconsin, Madison, Wis., 1961.

Burton W. Kreitlow, Robert F. Barnes, *4-H Impact?* Special Bulletin No. 8, University of Wisconsin, Madison, Wis., 1962.

Science projects challenge and fascinate 4-H'ers of all ages and degree of interest. For example, poultry projects can range from production to studies of diet or breeding shown on hatched chicks to the handiwork involved in building an incubator.

What's the Situation?

by W. R. JENKINS, Extension Poultryman, Federal Extension Servi

"WHAT'S the situation?" That's a phrase long remembered by ex-servicemen. It became to them a form of greeting instead of Howdy or Hello. It was also a good cover up for forgetting a person's name.

But it really meant: "What are the conditions under which I am to respond or perform? If I know that much, I can plan my response or performance. In this way my mission can be more efficiently and completely accomplished."

Once you know the situation, your job is to see where you fit in. What have you to offer? To gain?

Businessmen are more and more interested in being sure that a new person and even his family "fits" into the organization. He thinks not only of the present but the future as changes and developments will take place. This means, of course, a set of standards flexible enough to allow them to remain current as time passes.

All this is a buildup to ask: "Do 4-H projects fit the local situation?" Naturally, some do and some don't. But will this answer satisfy? Don't we have to make them fit, or make some fit?

What must we do to make them fit? We must discard some, revise others, and develop new ones.

How do we decide what must be done to make our projects fit? As always in problem solving, we must first determine the situation.

First, maybe we should define our audience. Theoretically it could be all boys and girls in the U. S. between the ages of 10 and 20.

Surely we cannot expect to get them all. But why aren't we enrolling more?

Sizing Up the Situation

From this point, turn to look at your local situation. What does your audience look like? Is it homogeneous? Is it mixed as to age; sex; economic background; rural or urban; mechanically, biologically, or socially oriented?

Do your projects fit the local situation? If you are serving a high percentage of your potential audience, it is obvious that they do.

If not, why not? Is one reason th you do not have anything to inter certain groups of youth? Do yo projects always fit the needs of yo audience? Of course not, but y might also look at how you impl ment and use what you do ha

How do you determine the lo situation? Survey, observe, che statistical data, and generally kn the conditions under which you o erate. One of the most appare weaknesses is failing to recogni that the situation changes from ti to time. Failure to remain current r sults in obsolete aircraft, machine ideas, and even 4-H projects.

Every individual in your 4-H au ence operates under a different situ tion. Let's look at some of the ma factors which contribute to the situations.

Location of the audience is ba in determining the situation to whi your projects must be adjust Rural farm, rural nonfarm, and u ban youth all have different spa and facilities available. And th can limit the size and type of proje

(See The Situation, page 209)

Adjusting Projects to the Local Situation

JAMES COOPER, Tuscaloosa County Assistant Agent, Alabama

I CAN'T join the 4-H club because my family doesn't farm and re's nothing I can do for a proj-."

Such a statement by a boy, or his ents, was not uncommon in the 1940's and early 1950's in Tusca-sa County. It may still be heard less frequently now and only m the uninformed or misinformed. jects designed to meet almost ry conceivable need are now ered.

County in Transition

A gradual but continuous adjust-nt in the county 4-H project pro-m has been in progress for over decade. Let us examine some of changes and some of the factors king adjustments necessary.

Like so many other counties, Tus-osa has felt the impact of indus-lization and urbanization, espe-ly during the past 15 or 20 years. ms decreased in number, while an population increased at an al-st unbelievable pace. Further-more, a large segment of the rural population is now supported by non-farm employment.

Despite this, farming in the county is not dead. The 1961 annual income from agriculture, including forestry, was about $7 million.

What about the 4-H club program during this transition period? Numerous adjustments have been made and still are. But in this article, we will mention only one phase of the total 4-H program—boys' projects.

Before World War II, boys enrolled in our 4-H clubs were primarily from farm homes. Boys' projects, as a rule, were farm projects.

At the close of World War II more and more boys from nonfarm homes sought membership in the 4-H club and we began to see the need for adjustments in the project program. The 1950's brought still more adjustments—fewer farm projects and higher enrollment in nonfarm projects.

The table below, comparing enrollment in certain projects for 1954 with 1961, illustrates the tremendous change in Tuscaloosa County in a 7-year span.

TUSCALOOSA COUNTY, ALABAMA

	1954	*1961*	*Change*
al boys enrolled in:	1030	1030	— 50
n	191	132	— 59
ton	60	10	— 50
ctor maintenance	52	35	— 17
ltry	159	77	— 82
ne	113	91	— 22
den	288	439	+151
d and home improvement	187	353	+166
bait production	67	67	0
ry animal	59	51	— 8
estry	99	103	+ 4
omology	32	42	+ 10
ildlife	Not offered	60	+ 60
ety	Not offered	30	+ 30
omotive	Not offered	34	+ 34
Leadership	Not offered	20	+ 20
tography	Not offered	14	+ 14

Enrollment in traditional projects such as cotton, corn, poultry, and swine has undergone the sharpest drop. Projects in electricity, forestry, beef, and dairy animals have remained more or less stable.

The greatest change in enrollment has occurred in projects adaptable to rural nonfarm boys. Note the big increase in enrollment in garden and yard and home improvement. Note also the addition of several projects adaptable to nonfarm boys.

Alerting Ourselves

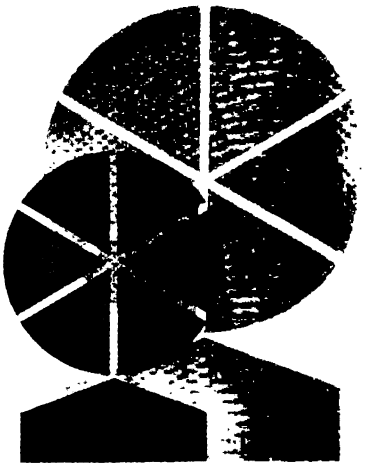
Many factors influence project enrollment. We are well aware of the tremendous influence exerted by agents and local leaders. However, are agents and leaders always alert to the need for adjustments due to social and economic influences, etc.?

One very valuable source of information to the extension agent is the U. S. Census. Answers to many questions, especially those pertaining to population and economic trends, may be used in doing a more effective job of program planning.

For example, the U. S. Census on Tuscaloosa at the beginning and end of the 1950's clearly points out the tremendous growth in urban population, the reduction in rural population, and the reduction in the number of farms. These facts, combined with all other information and observations, enable us to better evaluate our past course and to more wisely project our future course.

Project adjustments — sure they have been necessary. They will continue to be necessary as farming changes, as rural nonfarm residence increases, and as more and more urban boys and girls become 4-H club members. ■

Give YOUTH a SHARE in Planning



by RICHARD R. ANGUS, Assistant Olmsted County Agent, Minnesota

WHAT are the needs of youth? What creative outlets are necessary? Does the local 4-H program meet youth needs? If not, how can it be improved? These were questions asked as an Olmsted County long-range planning committee on 4-H and young adults began work in the fall of 1960.

A committee was selected by four adult leaders who had attended a briefing session on long-range planning. A minister, a vo-ag teacher, representatives from three different farm organizations, the county superintendent of schools, a high school superintendent, an elementary school teacher, two young-adult group members, and five 4-H leaders comprised the working committee.

The goal of this general committee was, "Working all programs for youth together instead of working against each other."

Youth Problems Discussed

Discussion of problems faced by youth leaders and youth groups enabled the committee to start from a common denominator. From this session came the thought, "How can you get kids to think—each one for himself?"

Drop-out from high school received attention in the next session.

Other problem areas for youth mentioned were: car safety, development of responsibility, lack of money in our dollar-oriented society, need for ownership, need for creative outlets, spiritual security, and need for greater education.

The next step was research by committee members. The group attacked the youth problem by age brackets: 9-13; 14-17; 18 and over.

The committee working on the 9-13 age group found significant differences in interests between rural and urban children. Interviews conducted in three elementary schools showed that urban children had far more leisure time than rural youngsters. They wanted recreational outlets that were not costly yet close to home.

The committee working on ages 14 to 17 sent questionnaires to 41 county 4-H members asking what they liked and disliked about the county program and how they felt it could be improved. Answers were stimulating and thought-provoking. They suggested new projects such as auto, music, and photography; classes in printing, shop, archery; and foreign languages.

The 18-and-up committee held a meeting with several older members. Concrete suggestions gleaned were: graduate from 4-H at time of high school graduation; a special group through the age of 21, much like a service club; a special club for older 4-H'ers; and establish contact with other youth their own age.

Meanwhile, school committee members were contacting PTA's, Scouts, mothers clubs, and county teacher organizations to explain the extension program and 4-H offerings.

Thirty-two clergymen throughout the county received a letter, outlining youth committee work and availability of extension personnel and materials to church groups.

Net results of this work were: 1) a better informed public, 2) Extension's influence in areas previously not acquainted with the program, and 3) a better awareness of needs of county youth.

The committee pointed out problem areas and suggested some solutions. After that the work of planning the county 4-H program was given to the 4-H executive committee of 6 adult and 3 junior leaders. They evaluated the report and made suggestions to implement parts of it.

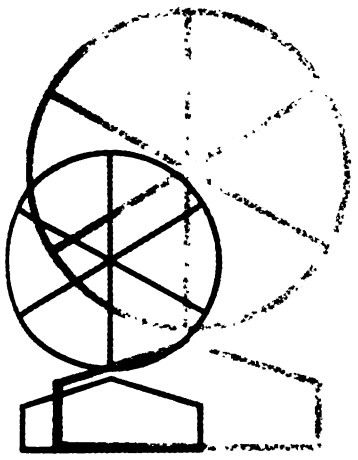
Since that time a pilot photography project has been introduced with 94 members enrolled. A selected group of 15 members 15-18 years old have participated in a pilot family life project covering steady dating and selecting a marriage partner.

Local Adaptations

Local leaders go through program planning sessions for their local clubs on a countywide basis. Educational materials, mechanical procedures, and visits by the extension staff are covered at these planning sessions.

Leaders and officers take the materials to their communities and with the junior leaders map out a yearly program. Leaders plan their programs to fulfill the needs of youth. They are modifying existing programs to keep up-to-date. Future expansion is dependent on sound leadership development coupled with progressive club programing.

Through these procedures we hope the local 4-H program serves as the creative outlet needed by our county youth. Each youngster has a talent. Our job is to find out what it is and give him a chance to use it. Developing this talent in youngsters may make each an entirely different individual. This is our goal. ■



Committee Concept —Key to Program Planning

by JOHN JOHNSON, District Extension 4-H Leader, and JIM ALMQUIST, Area Extension 4-H Leader, Iowa

A PROBLEM common to most extension youth workers is how to an a program based on the recogzed needs of our clientele—young ople.

Such a program provides a "blueint" which allows the extension rker to maximize returns for time ent working with youth, and helps tablish continuity of effort over the ars.

Planning for a youth program acally varies little from that of other lases of extension planning. The ocedure explained in this article nnot be regarded as the final anver, but may present some suggesons to those concerned with develing purposeful planning techniques.

Basic Assumptions

The very process of planning a ogram rests on a number of asmptions.

We must first be convinced that ogram planning is necessary.

Next we must see that planning is continuous process. A program may stated in written form at any ven time; but as progress is made ward objectives, and new circumances arise, replanning may be cessary.

We must also assume that extenon workers and certain lay people ve the ability to cooperatively entify the real needs of young ople.

If we can agree on these points, we e ready to consider the procedure developing a well-planned, yet exible, program.

One of the first concerns is the selection of the lay people who will make up the program planning committee. Because this is so important, several criteria should be considered.

The potential committee member must have some *interest in and understanding of young people's needs.* It is not enough for the lay person to have one or the other. He must have enough understanding of these basic needs to see past symptoms to the real problems, and then have enough interest to do something about them.

The committee should include both people who are *"planning oriented"* and those who are *"action-oriented."*

Experience and research lead us to believe that some people have the capacity and desire to analytically think through a problem and then formulate plans for the solution. We refer to these people as being planning oriented.

On the other hand, some people are quite bored with planning. They wish to move into action immediately. We refer to these people as being action oriented. Of course, many people have a combination of these characteristics.

Both types are necessary on a committee.

Potential committee members must be *able to adequately communicate.* Though this criterion may seem obvious, it is too often ignored. Committee members must have ideas and be able and willing to put them into words meaningful to others. The committee member who utters only a few sentences during the course of a meeting makes little contribution to the group effort.

Secure some committee members who are *professional people.* Ministers, teachers, etc., normally have valuable understandings and insights of the problems and interests of young people and can make a real contribution.

Obtain some committee members who have *relatively high recognized status.* This adds credence to the significance of your effort and will give the program a boost when you reach the implementation stage. Experience has shown, too, that the most effective program committee members are of above average status in the community.

Contacting Committeemen

These are the people you want. Now, how do you go about getting them?

Personally contacting the potential committee members will be well worth the time involved. A letter or phone call won't do the job. Be convincing when you represent the position as something important and worthy of the time it might take. Don't be apologetic—this is really an opportunity for them.

For his first contact, the extension worker may find it wise to select a relatively high status person who will agree to serve. In following contacts, he may then casually mention that this person will be one of the committee members. It seems to be human nature to wish to be associated with people whom we respect.

Don't overlook the possibility of involving two or three young people on the planning committee. Cass and Clarke Counties in Iowa have found this especially effective.

Now we have selected a committee loaded with potential. By some means this potential must be acti-

(See Committee Concept, page 215)

Strengthening Leaders To Plan

by MRS. VIRGINIA S. LAMB, Cumberland County 4-H Club Agent, Maine

"THIS is 4-H." This and this and this. How many times have I been guilty of outlining to a potential leader the 4-H program! Regardless of community, interests, economic or social background, *this* was the 4-H program.

Of course there were choices of projects, activities, and alternative methods. And the 4-H program was good; the proof is in what members did and the results of their work.

It reached a point, however, where leaders asked how little they could get away with and still "pass" a requirement for Blue Ribbon status! With such incentive, surely whatever good members got from the experience was accidental, not premeditated.

Furthermore, and much more important, we were missing a boat—the boat carrying the educational and development benefits of the program planning process.

Why is the planning process itself so valuable? Think of the ultimate purpose of 4-H. Stated loosely, it is to help members develop into useful citizens.

And what does good citizenship require? Whether in the home or the community, it requires an awareness of the needs of others, respect for the other person's viewpoint, ability to think through a problem, and willingness to compromise personal ambitions for the common good. These personal assets and many others are developed through a good experience in the program planning process.

Reams have been written and there are charts galore explaining problem solving techniques and program planning steps. It seems simple. Applying it, however, is a different matter. There must be incentive for 4-H leaders to try it, to take the time for it. It is very time-consuming and unless they realize the potentials from the beginning, they may not want to bother!

Leader Frame of Mind

A stage has to be set. Leaders must be in the right frame of mind for it; they must want it.

We made a real beginning in 1961. A majority of our leaders were project and activity oriented, not development of boys and girls oriente This had to be corrected.

Our leaders' association decide to hold a training class on plannir local programs of work. The fir step at this meeting was to discu the purpose of a program of work.

Up to this point, a program mea a calendar of activities and wor shops. First responses were the usua "The purpose is to plan what we a going to do at each meeting." Th president of the association and th executive committee, prepared in ac vance, stuck to discussion of purpo until they heard, "Provide opportun ity." And this answer stayed wit us throughout the meeting.

One leader wrote afterwards: ' learned a lot of things which wi help me in the future and, oh, ho I wish I had known them befor I am truly horrified . . . all the un necessary work, extra meetings, etc She must have been thinking of th "meaninglessness of busyness."

This was the beginning of th leader frame of mind opening to pro gram planning. But it was no enough. Sights had to be set. Pro vide opportunity for what? Helpin boys and girls to help themselv toward those 4-H objectives? If s how?

Using National Objectives

Since February 1962, all our lead ers have been exposed to the Na tional 4-H Objectives many time We used the Objectives in revamp ing our member evaluation syste we used them in discussing award and we are now using them in count program planning. (Repeated ex posures are resulting in deep-seate ideals.)

So, after 2 years, are we now doin the program planning process ac cording to the book? No, but we' getting there.

In July, the county progra planning committee, four senio leaders and two junior leaders, sen a questionnaire to all leaders. (Th questionnaire, incidentally, was fo mulated without the agent presen Agent sent suggestions but did no attend.) Its purpose was to get lead

(See Strengthen Leaders, page 211)

To Capture the Interest and Meet the Needs

by ROLLYN P. WINTERS, 4-H Extension Leader, New Jersey

Meeting the needs of people where they are is something 4-H does everywhere it flourishes. If it didn't, it wouldn't flourish.

But there are degrees. The degree of success 4-H enjoys in a community is in direct proportion to the degree that the 4-H program meets local needs.

This is scarcely a world-shaking conclusion. The same principle applies to anything you want the public to accept—compact cars, air conditioners, a movie comedy, dresses with lower hemlines, urban renewal, modern art.

The need has to be there, and you have to be on hand to meet it at the right time.

People in show business place great importance on timing. The quick quip, the slowly lifted eyebrow, the pause just before the punch line—all these things can "make" a performance. Right timing is just as important in business. Fortunes are made by people who know not only the commodity in which to invest, but precisely when to do it.

Met Early Needs

4-H has met needs of young people since its beginning. The program got its big impetus during World War I when food was scarce and youngsters were encouraged to cultivate gardens and can vegetables and fruits. It met a need to produce more food and to give boys and girls a feeling of doing something for their country.

New Jersey's oldest club, the Yardville Junior Dairy Club of Mercer County, was started 40 years ago, just when the area was ripe for a change from grade to purebred cattle. Members of the Yardville group like to think the club was largely responsible for their families' shift to registered stock, eradicating TB and Bang's Disease, and adopting better herd management. The club members are probably right. The club did these things, but the effort was strongly aided by existing need and proper timing.

Years ago 4-H girls made dresses from feed bags. Today's 4-H fashion reviews would bring admiration anywhere. The clothes are well made and fashioned of high quality fabric. Here again, it's a case of 4-H meeting changing needs of the people.

"Natural" Projects

Some projects come to life almost spontaneously. One example is our horse project, fastest growing project in New Jersey. Few young people can or want to keep farm animals in this highly populated area, but horseback riding is the rage. Leadership is available and willing. What more could a county club agent ask?

With greater urbanization and bigger family incomes, many of the penny-saving projects have given way to those of a more recreational nature. One example is a fishing club in Ocean County, where New Jersey juts out into the Atlantic and off-shore islands provide extra coastline to be explored and enjoyed.

A little farther north, in Somerset County where the terrain is more uphill-and-down-dale, there are two bicycling clubs. Both groups have leaders who saw what fun younger members of the families were having with other projects and decided to put their own talents to work.

Members learn how to care for their bicycles properly and practice highway safety. Both are important preparation for driving an automobile when members become of age.

The leader of one of these cycling clubs is a physical education major

(See Capture Interest, page 213)

ADD and SUBTRACT for MULTIPLIED EFFECTIVENESS

by ROBERTA ANDERSON, Extension Specialist in 4-H Club Work, Kansas

"WE'RE always adding, but so seldom drop anything!" This is a common complaint of extension agents. And they're so right!

Whether in the county or State program, we have a tendency to add —add—add without evaluating or looking at the total picture to see what could be subtracted. But if an effective program is our goal, it must be a workable one. And a workable program is an up-to-date one—based on present needs and interest of local people.

A workable program has involvement—to the point that 4-H'ers, parents, leaders, and friends say, "It's our program." Yes — and they're proud of it because it comes from their own planning, ideas, and efforts.

Full County Involvement

Pawnee County, for an example, has done good work in developing an up-to-date workable 4-H program. The program has been completely evaluated and a 4-year plan has been set up to tie in with the home economics and agriculture programs.

There is real purpose for every phase of the work and real involvement of the people. As a result, extension meetings and events are well attended.

At present, Cliff Manry, agricultural agent, is the only extension worker in the county. (A home economics agent and an assistant agricultural agent took part in the intensive program planning work, also.) But with the help of trained leaders, the program is moving ahead. These local leaders are carrying through as they always have.

Pawnee County agents believed that program planning should be done cooperatively by adults of the community (leaders, elected representatives, and interested parents), by youth themselves, and by professional people.

Involvement of adults and youth is an educational process in itself. They learn a great deal more about their county, local resources, the 4-H program, and the people involved.

Youth cannot plan by themselves because they cannot know the needed skills, understandings, and knowledge that will help them toward best personal growth and development. They do know what interests them *now* and this is important. Adults can contribute experience in formulating a long-time 4-H program based on the needs of youth.

Can everyone be involved? No, an effective committee system needs to be established. A guiding principle in the use of a program planning committee is that it be representative of and accepted by the others. The people must select those to serve.

In Kansas, each county has what is called an agricultural extension council consisting of elected township representatives. Each township elects a 4-H, home economics, and agricultural representative. All 4-H representatives in the county make up what is called the county 4-H advisory committee. Another important group is the county 4-H council. It consists of two adult leader and two older members from each club.

The county 4-H advisory committee and the county 4-H council were the two key groups approached in launching Pawnee County's intensive program planning effort.

Pawnee County agents felt that committee members should be familiar with the program to the extent that they could discuss it intelligently and objectively. With this in mind they obtained permission from the county extension board for an all-out effort in evaluating the present 4-H program.

Steps to Evaluation

Briefly here are the steps followed. The advisory committee gave approval and made suggestions regarding procedures. The county 4-H council also gave approval and made additional suggestions.

Mail questionnaires were sent to all 4-H community, project, and activity leaders. Township representatives were asked to obtain information concerning potential 4-H membership in their respective townships.

Key leaders were contacted and the procedure to be followed at the county program planning meeting was outlined in detail. The first meeting of the county program planning committee was held under the leadership of a State Extension 4-H staff member, extension agents, and the chairman of the county 4-H advisory committee. All 4-H leader

and township representatives were invited, as well as other key youth leaders in the community. Many of these were elected by the local 4-H groups.

Half of the first meeting was devoted to evaluation of and recommendations for the local club program. The remainder was spent examining the county 4-H program.

Three subcommittees were named for further county 4-H program evaluation and planning: membership, leadership, and program content.

Each person attending was given an opportunity to select the subcommittee of greatest interest and concern.

Working Out Details

After this first meeting, much of the work was done by the subcommittees. They held several meetings to obtain further data and information. Subcommittee members made individual contacts and held local club discussion meetings to obtain "grass roots" suggestions from 4-H members, parents, and others. Following this, they met two or three times more to formulate objective statements for the report to the entire committee.

Junior leaders and older 4-H club members got in the act, too. They met to discuss the 4-H program, especially the older member program since it seemed to be a key problem area. They worked out some objectives for it.

At the meeting of the entire program planning committee, reports of the subcommittees were discussed. This meeting was well attended by the original committee members and other adults who became interested because they had been involved.

State Extension staff were invited. Extension agents were present to offer suggestions, but they gave a great deal of freedom to the committee in finalizing the objective statements and future plans.

The final step was editing the 5-year plan so it could be printed and distributed.

We can see at least three major accomplishments:

A total of 17 meetings held in which local people evaluated and planned for the future.

Hundreds of people better informed about the 4-H program.

A 4-year plan established whereby the 4-H program can move ahead more smoothly, efficiently, and effectively.

This effort has had an impact of far-reaching importance. ■

THE SITUATION

(From page 202)

There are probably no space limitations on the farm and only a few in the suburbs. But the city has restrictions as far as live animal and certain agronomic or horticulture projects are concerned.

Certainly each age bracket of youth has different interests. The scope and depth of interest should be greater in older members than in beginners. Boys look at projects from a little different viewpoint than girls.

Is the audience mechanically inclined or interested in the biological sciences or social sciences? Are they interested in production, processing, marketing, preparation, or consumption? Do they prefer plants, animals, things, or activities?

Economics certainly play a big role in determining the local situation. In low income areas, we would expect more interest in production and marketing projects. Projects to provide food for the family, clothing for members, and reduction of capital outlay would probably be of primary interest. Tractor maintenance, car repair, home garden, livestock, clothing, and foods projects should be readily accepted. Certain projects requiring sizeable investment in equipment and supplies and which return no income would better fit older youth whose economic situation permits participation where profit is not the motive.

Family influence, and attitudes based on the family economic, social, and educational situation, also determine what types of projects might be acceptable.

Finally, is the project needed to provide income, recreation, or knowledge? Is it to aid in economic development, personal development, or the learning of skills and information?

The answers to these will tell us what type of project to develop to fit the local situation. We need all sizes and all kinds of projects to fit all kinds and sizes of youth.

Science projects can be developed at all different levels of complexity. Biology, the science of life, offers a good field for development of 4-H science projects. The embryology of the developing chick is of great interest to all ages, for example. This can be an outgrowth of a poultry production breeding or incubation project as a regular step in the development of the total 4-H poultry program or as a separate science project. It can end with the building of the incubator and hatching chicks or continue on in the study of dietary or breeding effects shown in the chicks that are hatched.

Adaptable Projects

Science projects can be easily adapted for either rural or urban situations. Horse and other livestock projects require rural surroundings while pet projects or riding clubs could fit well in urban areas.

Individual projects require little space while group undertakings require room and facilities. Group projects offer an excellent means of combining talents and resources for the benefit of the group involved. Pooled resources and talents often permit accomplishments beyond the grasp of individuals or even small clubs. An illustration might be a group project on small boat building with preliminary projects in carpentry, painting, swimming, life saving, water safety, and navigation. A project of this type could appeal to both sexes and all ages.

All these points must be considered when making an honest attempt to fit 4-H projects to the local situation. But it can be done.

The possibilities for 4-H projects, like other opportunities young folks have in this country, stretch from here to infinity. Your own imagination will determine how far you go in the development of project possibilities. ■

Call on Friends of 4-H

by KENNETH H. ANDERSON, Associate Director, National 4-H Service Committee

"IN PROGRAM planning, don't ever forget the valuable help available from business men and women, service clubs, and other friends of 4-H in your community." This advice, given to me some 20 years ago as a 4-H agent, is more valid today than ever.

Extension workers and volunteer 4-H leaders quite naturally look to their own State land-grant institution for major assistance. But there are countless opportunities for enriching the 4-H program by utilizing other resources in your locality.

Active Backing

Recently I had occasion to look through some State 4-H club reports. As always I was impressed with the amount of help supplied to 4-H by interested groups in the community and county.

Probably no youth organization in the world receives as much assistance from adults in the community as 4-H does. Among the cooperating groups recurringly named in these reports were: farm organizations, home demonstration clubs, police and fire departments, safety councils, local business firms, traffic associations, newspapers, radio and television stations, hospitals, Red Cross chapters, health and sanitation departments, garden clubs, camping and recreation groups.

In planning your 4-H program, why not call on the companies and organizations in your locality which can provide assistance of value to 4-H boys and girls?

These people and the organizations they represent have high regard and high interest in 4-H. Because of this, they have much to contribute and could well be included in program planning groups.

As for assistance later, the owner of the local grain elevator would no doubt be happy to arrange a tour and give a talk tracing the grain movement from field to market.

Or how about the local photographer? Ten to one, he'd be delighted to show your club members through his studio and teach them how to use a camera intelligently.

For your 4-H home economics program, have you been in touch with the local gas or electric companies? Most of them have women on their staff who will gladly assist extension home economists by discussing safety in the home, new color schemes for kitchens, or any number of similar topics.

At National Committee headquarters in Chicago, we see constant evidence of business and civic interest in 4-H. We know, too, that this interest is by no means limited to the mere giving of 4-H awards. Serious in wanting to help develop good American citizens, donors try to provide as many educational helps as possible.

A Lafayette, Ind., tire dealer gives club members valuable tips in the 4-H automotive program. He is typical of many representatives of donor organizations which encourage company participation in and assistance to 4-H club work.

So the efforts of a national donor may filter from headquarters to branch offices and dealers' stores. A number of companies publish special 4-H newsletters carrying suggestions on how local personnel can assist with the program.

You'll find that these local representatives, as well as other local firms, will be happy to help if you invite their cooperation. Business men and women will no doubt be glad to help:

Provide a meeting room, PA system, visuals, or other facilities for 4-H training sessions.

Supply a film on a subject related to 4-H.

Sponsor attendance at a workshop for club members or leaders.

Provide instruction on a specific skill at 4-H camp or short course.

Serve as a resource person for assistance on a special 4-H project.

Become a member of your county 4-H council.

Make display space available (either in store windows or showrooms).

Furnish transportation to a 4-H event.

Contribute 4-H support by newspaper advertising or radio-TV recognition.

National Support

At the national level, our organization works with both Extension and donors to develop educational 4-H materials including booklets for members, leaders' guides, films, slides, and other program aids.

Recently, for example, the 4-H tractor literature was revised to provide four units of work, rather than three. Through funds provided by the tractor sponsors, these training materials have been rewritten and modernized to provide useful teaching material for the next 6 to 8 years or more.

A new recreation leaders' guide was published last spring by the donor of recreation awards and 00,000 copies distributed free to clubs across the country. This publication, as well as others, is now available from our 4-H Supply Service.

As a magazine tool for volunteer 4-H leaders, *National 4-H News* consistently carries articles designed to strengthen the 4-H program. And through its "Booklet Helps," the magazine relays many sources of free leaflets which are valuable program helps.

These and many other activities of the National Committee are part of our goal of "providing educational services above and beyond those available through public funds." In our 40 years as a supporting arm of 4-H, we've learned what a wealth of assistance can be obtained from private sources. That's why we encourage the fullest utilization of such community resources, not only for action and monetary support, but for thoughtful contributions during 4-H program planning. ■

STRENGTHEN LEADERS

(From page 206)

er evaluation of the traditional local and countywide 4-H activities and to find the areas of most need in leader training.

A copy of 4-H Objectives was enclosed and the question was asked: "Using 4-H Objectives as criteria, how would you rate the following activities as a means of helping boys and girls develop themselves through 4-H experiences?"

The agent compiled the results of the questionnaire and the committee met to interpret them.

The next step was reporting to the executive committee and trying to establish goals and plan a program to submit to the full association.

Goals! For the first time, the committee had definite knowledge of needs and interest. They found it made quite a difference. Previously what little discussion there had been of goals was based on what they thought the leaders as a group needed and wanted.

But now with so many needs, which should have priority? It was a long, hard-thinking session. Finally a set of goals were down in black and white.

Once the goals were decided upon, how quickly the program of county-wide activities and leader training meetings fell in place!

The real proof of our advancement in the program planning process came at the meeting of the whole association. In the past, the recommendations of the executive committee have had so few amendments that you could call them "rubber stamped." This year, however, leaders had ideas and wanted to express them.

Proof of Advancement

Real improvements were made, including a County 4-H Mechanics Jamboree to provide incentive opportunity for boys not enrolled in agricultural projects. And an able leader, whose boys are mostly rural nonfarm, volunteered to be chairman! This should help accomplish two of our goals: more challenging and competitive activities for members of junior high age with appropriate awards and increased enrollment of boys.

Our next step will be a fall training meeting on local program planning. This meeting will be on assessing the "Where-you-are" of each member, establishing goals, and involvement of the members in program planning and implementation. Leaders will be warned not to expect too much from the members too soon.

As you see, our approach to good program planning is a "learn by doing" one. And if results of education means a change in feeling and behavior, evidence is already shown in the new attitudes of leaders and junior leaders who have participated.

The agent too has grown. The discipline of patience in teaching subject-matter has long since been learned. With skills, it's easy to know where people are; you can see what they are doing. But program planning is a process of mind and feelings. The agent has to sense where the leaders are in their thinking and keep at their level.

Is it too much to hope that when the leaders have learned the know-how and dignity of program planning they will share it with their members? I think not—and it will be one of their most useful tools in developing future good citizens. ■

Study of Science in 4-H

by KARL S. QUISENBERRY, Project Leader, and GARY SEEVERS, Associate Leader, National 4-H Club Foundation

SCIENCE—does this word inspire images of test tubes, telescopes, and rockets? Yet we all see science in our everyday lives and in a much broader scope than is often recognized. Science is the basis for most of our work in agriculture and home economics.

While "science" is now a household word, many extension personnel are asking how this popular term fits the 4-H program. This is coupled with a desire to upgrade the subject matter of 4-H projects in line with the better training young people are receiving in schools. More interesting and challenging projects should cause members to continue in 4-H work longer. The increasing urban membership also demands different types of projects.

The National Conference on Science in 4-H Work, held in 1959, recommended that more "whys" be included in projects along with the "hows." The conferees urged more study on the problem, which led to a National Science Foundation grant to the National 4-H Club Foundation for a "Study of the Possibilities of Expanding the Understanding an Use of Science Through 4-H Clu Work."

The study got underway early 1962 with the appointment of a tech nical advisory committee of ou standing science and education lea ers and the selection of a staff. Basi ally, the study is to provide an o jective analysis of the effectivene of current 4-H programs in relati to science education along with re ommendations for improvemen Behavioral sciences will be stress as well as natural sciences.

Technical advisory committee of the "Science in 4-H Study" being conducted by the National 4-H Club Foundation under a grant of the National Science Foundation, includes: (left to right, seated) E. W. Aiton, assistant administrator, Federal Extension Service; Ralph W. Tyler, director, Center for Advanced Study in Behavioral Sciences; Jean Warren, professor, Household Economics and Management, Cornell; Ercel S. Eppright, assistant dean, College of Home Economics, Iowa State University; Walter J. Peterson, dean, Graduate School, North Carolina State College; (standing) G. L. Seevers, associate leader, National 4-H Club Foundation; J. D. Ryder, dean, College of Engineering Michigan State University; N. P. Ralston, director, Cooperativ Extension Service, Michigan; W. E. Skelton, assistant directo Cooperative Extension Service, Virginia; Mylo S. Downey, direc tor, Division of 4-H Clubs and YMW Programs, Federal Extensio Service; and Karl S. Quisenberry, project leader, National 4-H Club Foundation.

As a benchmark, many institutions already producing materials and conducting programs of science education for youth groups were contacted.

State Extension Services responded to a request for 4-H project bulletins having some science emphasis.

To probe even deeper, intensive on-the-spot studies have been made in New York, New Jersey, Kentucky, Georgia, Minnesota, Iowa, California, and Oregon. Additional interviews have been conducted with individuals in other States and with business organizations which might have special information available.

Important "Science Factors"

Several "science-factors" have been identified as important in 4-H science education:

"Discovering" new information by 4-H'ers. Young people learn by discovering answers for themselves either working alone or with adult guidance. The thrill of learning why seeds germinate, why bread rises, or why a bulb lights is a rich satisfaction to youth.

Making comparisons. With encouragement young people will compare two or more ways of doing something rather than just the one "right," recommended way. Usually there are several correct ways.

Experiments for 4-H'ers, simple for beginners and more advanced for teenagers, offer a good method of comparison. For example, a comparison of various temperatures and times for boiling eggs will show different color, texture, and flavor.

In plants, a comparison of mulching, fertilization, light, temperature, and other factors can develop into dramatic and interesting projects. Older members can be introduced to concepts of control, experimental methods, and repeatability.

Spirit of inquiry. Youngsters have a natural inquisitiveness which can be developed. Younger 4-H'ers might be encouraged to investigate such special interests as collecting and identifying rocks, plants, insects, leaves, or seeds. Older youth show more interest in people and have many unanswered questions in behavioral sciences.

Keen observation. This essential ingredient of science is valuable to everyone. Recording information goes right along with observation. Observing the growth of chick embryos, the growth curve of a calf, the effect of a weed chemical, or the production of CO_2 by using household chemicals, are exciting experiences.

Learning by experiments. Much emphasis in 4-H and all of life is placed on being successful. Yet learning can be accomplished by experimentation, not necessarily successful. Such experiments as heat tests on fabric samples, experiments producing diseases on growing plants in pots, or trying a wrong technique on one sample of preserved food, are ways in which members can determine "what would happen if" they did it a different way.

These "science-factors" do not just happen. They require the support, encouragement, and guidance of parents, local leaders, and extension personnel at all levels.

Questions Under Study

The Science in 4-H Study is considering many questions:

Are projects meeting these opportunities for science education with youth?

What age is most receptive to science?

What types of projects offer more science education to youth?

What should be 4-H's relationship with science education in schools and other youth agencies?

How can more science be introduced in 4-H?

How can materials be prepared to include more science?

Will new types of training be needed for extension personnel and local leaders?

The appraisal of the present situation will be a basis for suggested improvements to reach the desired level of science emphasis in 4-H projects. Certainly recommendations will aim to help youth learn to: Be curious to explore and understand why things hapen as they do in the world about them; appreciate the value of science to a better way of life; think objectively, logically, and imaginatively. ■

CAPTURE INTEREST

(From page 207)

in college and takes part in local bicycling races. The other leader is a chemist who commutes about 5 miles to work via bicycle.

In the middle of the city of Paterson, there are two 4-H clubs in a federal housing unit—one club devoted to clothing, another to gardening. Each meets a need of the people and both projects take advantage of existing facilities.

These groups are making plans to build window boxes for growing flowers. This is patterned after a program in Philadelphia where 30 4-H clubs are learning floricultural practices while making their dwellings more attractive. The Plan and Plant for Beauty Project meets this need.

Techniques of It

Obviously, some of these projects are going to come about merely if nobody stands in the way. In this case, the main job of the agent is to see that democracy and good sportsmanship prevail and that the members learn from group experiences.

Other projects are simply bright ideas. These bright ideas come largely from knowing your area.

Read the newspapers. Get to know people. Circulate. Talk. Listen. Get acquainted with organizations in your area. Find out where new homes and industries are, what people like to do in their spare time, what they can afford to do.

Not all projects that enjoy high popularity fulfill the basic objectives of 4-H 100 percent. But every group activity will bring out leadership and at least acquaint members with the more serious aspects of the program.

Paul Whiteman once paid tribute to John McCormack for cultivating America's taste for classical music. McCormack sang not only the Irish ballads which won him fame, but also sang arias and other classics. Before long the public found it was liking classics as well as lighter ballads.

It's the same with a 4-H program. It, too, needs some "light ballad projects" to capture the interest and meet the needs of the people. ■

PROGRAM PLANNING

(From page 195)

to planning insures full understanding and commitment to action.

• Definite procedures are followed in developing a program. In other words, a sound extension program results from a carefully planned and followed procedure. Furthermore, the procedure must have prior approval of the leadership such as the extension sponsoring body or county governing board. Also, the procedure must be agreed upon by the program planning group and extension staff.

• Sound program planning procedures coordinate the efforts of many individuals, groups, organizations, and agencies. The planning body is a mechanism for bringing together people in an organized effort to reflect the interests, thinking, talents, and other resources to analyze, make decisions, and take action to achieve planned change. Common purpose is expressed in stated objectives and coordination of effort is applied in their achievement. In this sense the procedures have a coordinating effect.

• Program development requires considerable time from members of the planning bodies, extension agents, and other active participants. Sound extension programs, like Rome, are not built in a day.

The third category of principles includes those that have to do with the results of the program development procedures. These four principles are:

• The program is written for recording and communicating to all interested and concerned, what is expected to be accomplished and the general means to be used. As a minimum it contains background information, identifies problems, states major program objectives, and indicates the parties who were involved in its preparation.

• A sound program is practical in several ways. The objectives are practical in that the changes are possible for the people to be affected considering the resources. Also, the program is practical in terms of the available leadership, extension staff, and other needed resources.

• A written annual plan of work is an aid in implementing the program. It contains a statement of annual goals based on the objectives in the program. In addition, it sets forth what will be done to reach the goals, how it will be done, and who will do it.

• The program and annual plan of work provide for and facilitate evaluation of results. Program objectives are expressed in terms that clearly identify the kinds of changes people are expected to make. Content and methods to be used are specified so activities and results can be related for evaluation and reporting accomplishments.

Visualizing Planning

Program planning is a process that does not naturally have a definite form and structure. A few people have described it as a series of steps. But the illustration for this article conveys a visual image of program development as a cycle with a beginning stage, followed by five others that lead back to the first. The cycle indicates a continuous process that is repeated over and over.

Program planning includes only the first two of the six stages or elements of program development. (An element is one of the primary parts of program development.) The last four elements are products of the first two.

The six elements of program development are (1) *organizing people for participation,* (2) *the planning process itself,* (3) *the planned program,* (4) *the annual plan of work,* (5) *extension teaching* and related activities, and (6) *evaluation and reporting.*

Some extension workers think of program planning as including both the means of involving people—program building committees, 4-H club committees—and the planning activities, such as committee meetings. They are separated here to emphasize their importance. Their importance is clear when we remember that the quality of the written program, the annual plan of work, the extension teaching activities, and the results to be reported all depend upon how well the first two elements are performed.

What does this have to do with 4-H club work? Youth programs are a part of the total extension program, and if program development includes all extension work in a county, it includes youth work.

Even when youth work is perceived as an independent phase, the six elements are applicable.

How scientific is this concept of program development? This framework has been used as a guide for planning some research in Extension. The results have consistently supported its soundness.

Several individuals have studied in this framework the findings from research in the behavioral sciences. They, too, have found much that relates to program development and much to support this view of it.

How can this framework aid extension workers in doing their job? Identified elements are helpful in assessing progress because it lends a sense of accomplishment as each is completed. Ordering a task into a series of events or activities helps guide those who are doing it. Evaluation is easier because it is possible to establish standards and identify places where program development can be strengthened. ■

COMPLEMENTARY THEORY

(From page 199)

unit. A basic objective of leadership development is to support and expand the leadership capacity and potential of these club units. A suggested and definite pattern of leadership should be defined and developed; the leader roles, intra-leader group relationship, the inter-leader group relationship, structure, and mechanism of the basic group should be clearly analyzed.

To do the job much "retooling" is required. When the 4-H complementary principle is applied, leadership development is the core. However, there is a complementary relationship to 4-H literature development since literature is your basic teaching tool. The literature pattern must fit into the leadership pattern.

Club organizational structure is affected. Much program projection must be done.

There is a direct influence on 4-H program content and educational methods. Program content needs to be developed by a process based on involvement and participation of members, leaders, and agents. Program content and methods must be constantly brought into realignment, assessment, and evaluation. Local club programs should be built on the varied needs, interests, and concerns of members, leaders, and local situations.

Agent development and improvement is essential. A clear cut leadership pattern must be defined on relationships of agents to leaders.

Agents' New Role

When you work in these new ways, you grow in stature as a professional worker. One might say as an agent you are "elevated."

When you work primarily with 4-H members, you play the role of itinerant teacher. You move from club to club and are in most instances the real leader. Under the program complementary principle, leadership development becomes your primary role. You become a leader of leaders. You not only grow in height, but your program grows in depth and width.

You become a leader of leaders by working primarily through sponsoring committees, junior leaders, and effectively trained volunteer leaders. These leaders in turn increase your reach a hundredfold.

You become a planner of planners. You plan a systematic program of leader recruitment, training, and servicing.

How fast do you go? You move as fast as you have leadership drive. You accelerate and expand your program as fast as you build your leadership base. Development of a stronger 4-H community-centered program with a close tie to the total educational forces within a county, can be only as strong as Extension's key leadership base in a community. Where do community institutions (schools, churches, and others) fit to your program design? Again, your informal education should *complement* formal education. In leadership development, your adjustments and realignments should be designed so as not to uproot the club program from any place where it serves effectively at present.

On the other hand, your program should be designed so 4-H will serve every place in the community, church, home, and family where its uniquenesses can share a complementary relationship. Just as formal education teaches the basis of education, so may the informal educational process in 4-H and extension complement formal education.

The complementary principle in 4-H program development is a criteria for a program design for the future. This principle makes for an integrated approach—keeping in true perspective the totality of program design.

The design represents the kind of 4-H program development which we must have for the sixties and the future. Herein lie our challenges—the challenges which make our work more meaningful. ■

COMMITTEE CONCEPT

(From page 205)

vated and directed. Little will be accomplished until the committee members clearly understand their role.

Without a thorough and effective orientation the group will tend to wander. The possibility of their planning a program which meets the real needs of young people will be left to chance.

Program planning research conducted in Iowa shows that committee members derive a greater sense of satisfaction from their work when they have an adequate understanding of their task and how to go about it.

You can help committee members find answers to the following questions:

What are the ends or purposes of the committee? A vague understanding is not enough.

What are the means at their disposal in planning a program? They must understand that they may call in outside resource people.

What is their authority and how far does it extend? They need to know if they are the final authority on the youth program or if this rests with some other group.

What is their relationship to other committees in the same system?

Extension workers, too, must understand and accept their roles. There may be some controversy over the degree of influence they should exercise in the final written program statement. Most would agree, however, that they are charged with the responsibility of providing program leadership and that it is their professional obligation to have considerable knowledge of the needs of the people they serve.

Following these suggestions should help you develop a program that is a blend of the best thinking of the trained extension worker and the people of the area he serves, represented by a carefully selected and oriented committee. ■

Monthly Revisions in Publications Inventory

The following new titles should be added to the Annual Inventory List of USDA Popular Publications. Bulletins that have been replaced should be discarded. **Bulk supplies of publications may be obtained under the procedure set up by your publications distribution officer.**

F 1951	Blueberry Growing—*Revised July 1962*
F 2185	Growing Cherries East of the Rocky Mountains—*New (Replaces F 776)*
G 84	Controlling Mosquitoes in Your Home and on Your Premises—*New (Replaces L 386)*
L 382	The Fowl Tick—How to Control It—*Revised August 1962*
L 383	Poultry Mites—How to Control Them—*Revised August 1962*
L 385	Automatic Livestock Waterers—*Revised August 1962*
L 449	Okra Culture—*Revised August 1962*

Role of YOUTH in Development Efforts

YOUTH are the most important and universal resource of any area. Because we in Mississippi sincerely believe this, special consideration is being given to establishing youth committees in all our county and area RAD organizational structures.

The feeling that a State RAD Extension Youth Committee should be established was shared by many State and county extension workers. They thought it should develop suggestions and guidelines for county agents and county RAD committees to use in forming youth sub-committees and in initiating programs.

Youth Committees Appointed

This effort got underway when Director W. M. Bost appointed a State Extension RAD Youth Committee to develop guidelines and ideas for involving youth in the RAD program in all counties. The committee includes representatives of the State 4-H club staff, the agricultural economics department, the State extension program leader, and the resource development specialist. The State committee has held several meetings and made definite suggestions that might be used by county RAD youth committees.

Youth committees have been appointed in many counties, initiating programs of interest to youth. These county youth committees include representatives of all organizations and agencies that serve youth.

Among the projects they have undertaken are surveys to determine the greatest needs and problems of young people. They are also studying the educational needs of boys and girls, the number in school, the number that fail to finish high school each year, and vocational training needs. The committees also are:

- Encouraging greater participation in the 4-H Career activity.
- Securing and training more volunteer adult leaders to work with youth, especially those enrolled in 4-H.
- Establishing county budgets for youth programs.
- Establishing community recreation facilities, securing athletic equipment, and promoting ball teams.
- Developing or strengthening county recreation programs.
- Promoting stay-in-school campaigns.
- Promoting plans for training youth in vocational skills.
- Including plans for youth programs in county O.E.D.P.'s (Overall Economic Development Plans).
- Providing more adequate county facilities for youth exhibits and demonstrations.

As surveys reveal needs, additional other projects will be undertaken.

Discussing Roles

Youth in the RAD program has been top discussion material for adult leaders in their district and State meetings this summer. Volunteer adult leaders are serving as members of youth committees along with junior leaders.

Junior leaders at the State Junior Leadership Training Conference also gained insight into their part of the RAD program. All participated in workships on, "My Role as a Junior Leader in the RAD Program." These young people will pass on to other 4-H'ers what they learned about how the RAD program can help them.

Through this basic educational work, progress should continue in the youth phase of the RAD program, and many worthwhile accomplishments will have an important bearing on Mississippi youth. ■

—by H. C. Robinson, Specialist in Resource Development, D. W. Rivers, Program Leader, and C. I. Smith, State 4-H Club Leader, Mississippi.

EXTENSION SERVICE Review

NOVEMBER 1962

EDUCATION IN PUBLIC AFFAIRS

UNITED STATES DEPARTMENT 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—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 communities.

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

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In This Issue

EAR TO THE GROUND

Public affairs education isn't something brand new in Extension. As "A Guide to Extension Programs for the Future" points out: "From the earliest years of the Extension Service, rural people have looked to it for help on controversial public problems."

Then, as now, people are looking for unbiased assistance based on factual information.

In the course of the last few years there has been a decided upswing on the part of Extension in public affairs education. Various approaches to this work are being used. This is a healthy situation. Willingness to experiment has contributed to our technological progress. There is no reason to suppose that it will not be equally productive in the broad area of public affairs.

This increasing emphasis on public affairs education comes at a time when rural America is charting its course for the future. Rural communities face the big problem of finding new uses for land not needed in farming and new work for people no longer farming. The influx of suburbanites to rural areas also has an impact on rural people in the public affairs area.

Public affairs education can make a real contribution in helping to advance rural areas development. It is already doing this in some cases by building awareness and understanding of problems and opportunities.

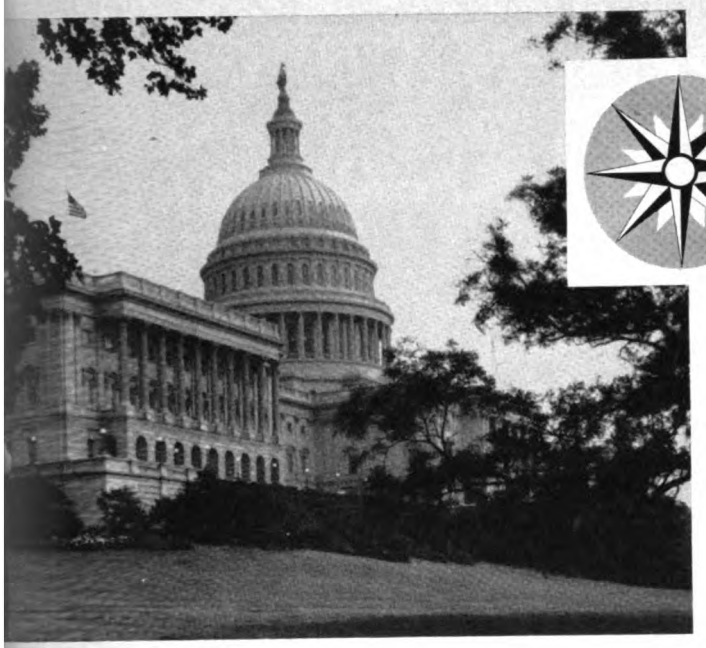
In connection with farm exports public affairs education can play a vital role in helping to keep farm people in tune with foreign markets. The people in a particular county, for example, may be as much concerned with the European Common Market as with local zoning. We might all well ask ourselves "what is local?" A farmer's economic well being may be more dependent on the likes and dislikes of customers he never sees than on his neighbors.

In this issue we have tried to give you a broad sampling of public affairs education. You'll find some of the basic "whys and hows" of this work delineated. And we think, too, that the articles will help you gain a keener perception of the problems and potentialities of work in this field.—WAL

Next Month: Rural Areas Development.

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.



EXTENSION'S CHALLENGE in Public Affairs Education

by KARL SHOEMAKER, Extension Economist, Federal Extension Service

HE land-grant institutions are to knowledge what the Grand Cou-ee and other tremendous dams are o power.

Land-grant colleges and universi-ies have a vital role to play in the ducation of people concerning the olution of problems that must be olved through public action. As pub-ic supported institutions in a demo-ratic society, they have a responsi-ility to light the lamps of knowledge n the expanding area of public af-airs as well as in other broad fields n Extension, such as agricultural echnology, or in formal classroom nstruction. Since their creation, hese colleges and universities have ad as their first responsibility serv-ng the people in the entire compass f living and making a living.

Because the shape and nature of overnmental programs in a democ-acy are ultimately controlled by the road climate of public opinion, effec-ive and farsighted policy often can e developed only if people can iden-ify their real needs, recognize the auses of their problems, and under-tand the consequences of possible lternative solutions.

Extension education programs on he public problems of rural people ake important contributions to the olicy development process. Guided y responsibility for service, exten-ion personnel in the area of public affairs have as much responsibility to communicate to their clients the knowledge which research has developed on the public problems of agriculture as those in technological fields.

Scope of Work

Public affairs education is concerned with public decisions involving group action. These may cover local, State, National, or international affairs. The action may or may not involve legislation.

The scope includes a wide range of subject matter, such as: economic growth, community development, taxation, zoning, public health, public education, public spending, farm programs, public labor and industrial issues, social security, foreign trade, and international relations.

The objectives of a public affairs educational program are to create:

- a more active interest in public problems.
- a better understanding of the issues and principles involved.
- increased desire of citizens to participate effectively in solution of public problems.
- increased ability to make judgments on the basis of a critical analysis of alternatives and their consequences.

With our democratic form of government, public problems can be solved only through enlightened action of citizens. The citizen must be awakened to his responsibility and his level of economic intelligence must be raised so he can help develop better public policies and programs.

Public policy decisions are based on both facts and values. People do not have the same beliefs about what the facts are. However, if all the facts were known and understood, there would still be disagreement about what ought to be done.

This is because individuals have different sets of values—feelings about what they think ought to be. That is only natural, since people differ as to environmental backgrounds and ideas about what is important to their well being. Obviously, if an educator tells the people what policy decisions ought to be, he is stepping out of the role of educator and is attempting to impose his set of values on others.

Procedures for Education

Based on this analysis, the following procedure has been developed for education on public issues:

1) Help people to clearly define the problems so controversial issues are thoroughly understood.

2) Set forth the goals or objectives generally acceptable to those involved

(See Challenge, page 225)

Public Affairs Education

(Excerpts from: A Guide to Extension Programs for the Future, July 1959)

PUBLIC AFFAIRS EDUCATION is education for citizenship. Its scope is measured by the educational needs of intelligent citizens concerned with public issues at every level of government.

From the earliest years of the Extension Service, rural people have looked to it for help on controversial public problems. The tempo of economic growth and change, however, have greatly increased the need to give such help....

Extension is feeling today, more urgently than ever before, the demands for unbiased and factual help in public affairs.

Help People Study

No one expects the extension worker to try to tell people what their decision should be on a public policy issue. What he can do is to help people study the economic and social consequences of alternative courses of action.

When a land-grant college teaches new technology it must also accept the responsibility to help society make the adjustments that will assure genuine benefits from such technology.

This is a form of help which responsible citizens need and appreciate. It offers a challenge to which Extension can and should respond vigorously.

Rural people have always had to deal with controversial public problems on which they must make decisions. The nature and the complexity of these problems change from year to year, and this has been reflected in changes in the program of the Extension Service for public affairs.

Early extension workers were sought out for help on such things as organization of cooperatives, consolidation of schools, and development of equitable tax and assessment policies.

In the agricultural depression days of the 1920's, emphasis was placed on tariffs, taxation, roads, and schools.

During the 1930's, governmental programs of farm price support and production adjustment came to be—and still are—a major concern.

Changing Tempo

Since the end of World War II, international conditions have become more complex and more urgently a concern of every American citizen. The tempo of economic growth and change has also continued to accelerate.

All these changes have been reflected in the requests made to extension workers for unbiased and factual help in public affairs.

Extension has an impressive record of organized as well as informal public affairs activity.

Citizenship education has been a part of home economics extension work for a number of years. . . . (It) has also long been an important phase of youth work. . . .

Public affairs education serves rural and urban people alike. With the complex interdependence of agriculture and other segments of the economy, no policy program can narrow its sights to a single economic or occupational group. Laws affecting agriculture may actually reflect the views of urban legislators and congressmen to a greater extent than they do those of rural legislators. Decisions by rural people and groups are profoundly affected by trends in the national economy. Men and women in every segment of the economy realize that every public policy affects their welfare and influences the way they must manage their resources.

Everyone concerned with adult education accepts the need, in a healthy democracy, for effective educational programs in public affairs. The Cooperative Extension Service, with its unique organization and its demonstrated competence, should respond vigorously to this growing demand...

Extension Must Accept

There can be no question of Extension's responsibilities in public affairs. The legal mandate implicit in the Smith-Lever Act, reinforced by the insistent demands of people for help in understanding public problems, amply justifies everything now being done and more.

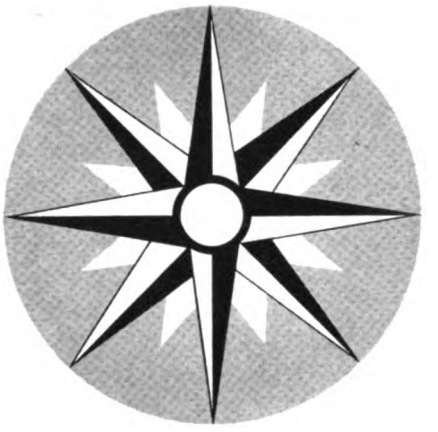
When Congress in 1954 appropriated funds to expand extension work it specified public affairs education as one of three areas where work was to be strengthened. The Congressional hearings stressed the need for helping people understand the economic background so important to an intelligent approach to many public issues.

Rural people have benefited greatly from the help Extension gives them in improving agricultural production and meeting many other problems. Rural people and their urban neighbors have both shown confidence in the guidance and counsel that Extension offers. Recently, there has been a growing awareness of special farm income problems that arise as a result of the rapidly advancing technology and low price and income elasticity. Farmers are beginning to understand this problem quite clearly.

Extension has reason to be proud of its contribution to progress in discovering and extending new technology. It also must acknowledge a special obligation to implement the adjustment to this technology, and thus help solve the income problem created. This is a problem shared by Extension and research workers in production and marketing, as well as those specifically assigned to public affairs responsibilities. ■

Involving Others

by LUTHER J. PICKREL, Extension Economist in Public Affairs, Minnesota



"It is time that Extension as a whole recognizes that it has a definite obligation to deal with matters of public policy just as fully as it has an obligation to teach better farming and homemaking methods. I consider this our first responsibility in the field of public policy." Skuli Rutford, then chairman of the Agricultural Policy Committee, made this statement at a Farm Foundation Public Policy conference in 1950.

What is public affairs education? What are its objectives? Who does or who should make up its audience?

If one could find consistent answers to these questions, it would be easier to discuss the involvement of others in the program, whether as teachers, students, or both. Unfortunately, reasonably consistent answers appear difficult to come by.

Some seem to suggest that public affairs education is synonymous with and limited to agricultural policy education. There is also the question of whether the Cooperative Extension Service should limit its educational efforts in public affairs to farm audiences, or include a broader clientele.

Public Affairs Areas

One view, expressed in 1949 by Frank Peck of the Farm Foundation, is that:

"While no line should be drawn in what might be included under educational work on public policy problems . . . (some) specific but broad fields (include): (1) public policies concerning prices, production, and farm income; (2) public policy concerning health, education, and social security; (3) public policy concerning foreign trade and international relations; (4) public policy concerning the marketing and distribution of farm products; (5) public policy concerning the development and use of land and water resources; and (6) public policy concerning ... taxation and monetary policy."

Some aspects of all these broad areas have been dealt with in one way or another in public policy conferences sponsored by the Farm Foundation.

Apparently these topics represent needs reflected by program committees and conference participants. These are important, complex issues.

They break down into a host of subissues which require highly specialized treatment. Obviously, they cut across a variety of disciplines and require a wide range of experience to insure a thorough examination. They also cut across all areas of rural and urban life.

Significantly, an increasing number of people are asking for educational assistance in these areas. And as the public becomes more sophisticated, they need more preciseness, depth, and range in educational programs.

The relationships between colleges of agriculture and the total university were discussed in detail at the conference on the "Implications of Economic Growth and Adjustment for Land-Grant Colleges" at Colorado State University last year. Prominent questions were on how to tap the greater resource base of these institutions.

This, of course, is especially pertinent to Extension, including extension work in Public Affairs Education. It is significant to note that as yet we have few answers.

The struggle involves much more than methods or resources for Public Affairs Education. These broader difficulties may even be significantly inhibiting the development of a more comprehensive program of education in Public Affairs.

Not long ago, the focus of Extension education was to bring new knowledge of the outside world to the farmer and his family. This new knowledge included better production practices and homemaking skills. While these needs may have changed in some respects, only the very naive would consider them redundant today.

But some new dimensions have been recognized. One is an understanding of the impacts application of this improved technology and management will have on agricultural production. Another concerns what may be the reverse of bringing the outside world to the farm family; protecting them from such invasions.

If the six items listed above are indicative of the felt needs of rural people, and others with whom they live, work, or share common concerns, they do, it is repeated, cover a wide range of expert knowledge. The question is, "Where can it be found?"

Far-Reaching Problems

Two subject areas may be used to demonstrate the problem. One big issue facing farmers is that of markets for their products. Farmers must be efficient to be competitive, but they also face other challenges and barriers, such as the Common Market or the European Economic

(See Involving Others, page 225)

A Visiting Professor Looks at

The Agricultural Policy Institute

by ARTHUR MAUCH, Professor of Agricultural Economics, Michigan State University

Editor's Note: No region of the country is undergoing faster, desirable agricultural adjustments than is the South at this time. Through the Agricultural Policy Institute at North Carolina State College, created in 1960 by joint action of the College and the Kellogg Foundation, educational endeavors in agricultural adjustment are underway regionwide.

THE Agricultural Policy Institute aims to discover, evaluate, and disseminate information which will:

(1) Clarify the basic nature and scope of adjustment problems confronting the South,

(2) Aid in developing a sound understanding of the manner in which public policies and programs affect the agriculture of the region,

(3) Provide information needed in evaluating and choosing among alternative agricultural policies and programs, and

(4) Aid farmers and business firms serving farmers to become more efficient and foresighted in their operating practices.

Diversified Program

This is an educational, not a policy-making program. To further its objectives the institute carries on a diversified educational program of conferences, workshops, leaflets, newsletters, research, and training. The following highlights of the 1962 annual report will show some of the work being done.

A Farm Policy Review Conference was cosponsored with the Center for Agricultural and Economic Adjustment. It brought together agricultural, business, and political leaders from across the Nation to review, analyze, and appraise existing agricultural policies in relation to the problems confronted by agriculture. They also considered alternative methods for improving the income position of American farmers.

A Conference on Area Development was cosponsored with the Institute of Community and Area Development of the University of Georgia. Emphasis was on the current state of economic development of the South, problems involved in enhancing the rate of growth, and methods of appraising economic development potentials. Participants included representatives of State and local area development committees, industrial and agricultural leaders, bankers, and educational leaders.

In cooperation with the Southern Regional Education Board, the Institute sponsored a conference on Educational needs for Economic Development. Changing manpower requirements were discussed, and the significance of investment in different types of education to economic growth was analyzed. Representatives for State institutions and planning agencies, educators, legislators, and financing and administrative officials from the South participated.

Other conferences and workshops included: Educational Problems of an Economic Development Program, with the Federal Extension Service cooperating; management techniques with the Southern Farm Management Research Committee and Farm Foundation cooperating; a number of marketing short courses; and an agricultural policy workshop for staff members and graduate students.

Special Activities

The Agricultural Policy Review, published quarterly, provides people in key agricultural positions with information on policy alternatives and adjustment programs that affect agriculture.

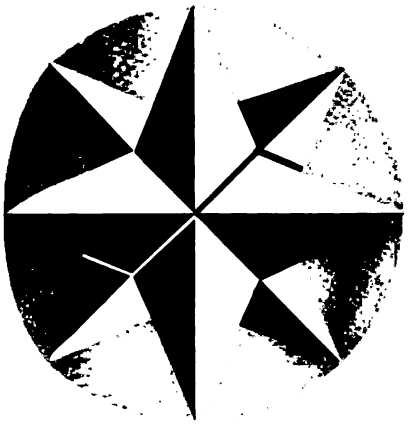
The Agricultural Policy Institute cosponsored the publication of a series of leaflets on "World Trade—What Are the Issues?" The Center for Agricultural and Economic Adjustment, National Agricultural Policy Committee, Federal Extension Service, and Farm Foundation shared sponsorship.

Fifty thousand copies of the leaflets were printed and distributed nationally and internationally.

An economic area development newsletter was initiated during the year.

As visiting professor for 5 months, my major responsibility was to help the staff prepare five leaflets under the masthead, "Decisions for Progress." For mass distribution in North Carolina, this series focuses attention on economic growth. It seeks to explain the nature and processes of economic growth and the possibilities and limitations of inducing economic growth.

The initial leaflet provides a general understanding of what is meant by economic growth, the general requirements for growth, and suggestions on how individuals can take action to promote growth, at the com-



munity, area, State, and National levels.

In each of the other four leaflets, the organizational outline provides explanations of the situation, problem, goals, and alternatives.

The self-administered discussion group technique will be employed in this program. The leaflets are not intended to express a choice among the different courses of action. The question of which alternative is preferable is left to each individual or group.

The educational philosophy of this entire activity is to provide a setting in which people can study their problems, bring facts to bear upon these problems, and leave the decision to the people.

Economic Research

In addition to about 30 research projects already underway or completed, a study of "Economic Development and Manpower Requirements in the South" was initiated. This study, financed by a grant from the Twentieth Century Fund, will be conducted under the direction of Dr. James G. Maddox, Professor of Agricultural Economics and Associate Director of the Agricultural Policy Institute.

The study seeks to take into account the region's transition from an agricultural to a modern, industrialized society. An attempt will be made to derive a clear understanding of the basic changes now taking place in the South and the changes that will be needed in the future to effectively utilize the region's manpower. Human and material resources will be analyzed to make a realistic projection of the economic structure and levels of output the region logically might attain in 10 years.

The information gained in this analysis could well have significant impact on public policies concerning the South.

College Training

Recognizing the importance of public affairs education, the institute sponsored a series of seminars and conferences in North Carolina, South Carolina, Georgia, and Florida on the organization of Extension for public policy education.

The seminars emphasized the role of the universities in providing public affairs education, the content of education programs in public affairs, and effective procedures for conducting these programs.

A mimeographed paper, "A Public Policy Program for the Agricultural Extension Service," was circulated to participants prior to the meeting. This was to serve as a basis for discussion.

A special educational program was launched at North Carolina State College to provide intensive training for administrators and specialists in the problems of agricultural adjustment and public policy. Thirteen fellowships were provided for leaders from 12 southern States in 1961-62. These leaders, representing many phases of work in agriculture, are provided with up-to-date information about the problems and opportunities in agriculture. This phase of the institute program is now moving into its second year.

The Executive Committee of the Agricultural Policy Institute awarded seven fellowships to persons pursuing a rigorous program of graduate study focused on the problems of agricultural adjustment and public policy during 1961-1962. This program is oriented toward the development of research and educational abilities of persons enrolled in the program.

It is expected that many graduates from this program will be employed by the land-grant colleges, U. S. Department of Agriculture, and other agricultural agencies. In these capacities they will carry forward educational work in facilitating economic and social adjustment of agriculture.

A 3-week short course was conducted at the University of Kentucky for agricultural workers from the southern region. This course was designed to provide county agricultural workers an opportunity to gain a better understanding of the major adjustment problems facing southern agriculture, provide information on ways in which public policies influence agricultural adjustments, study the effects of public policies and programs on southern agriculture, study techniques for analyzing and interpreting public programs affecting resource use and incomes in agriculture, provide subject matter materials and demonstrate teaching methods that can be used by those taking the course, and broaden understanding of basic principles which relate to public policy.

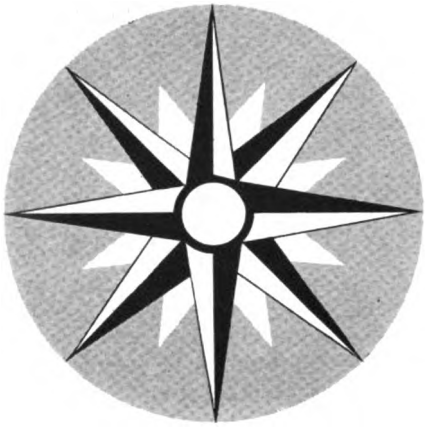
Although financial assistance was provided for only 20 representatives, 39 attended the short course.

Evaluation

The Agricultural Policy Institute is serving a very useful purpose. The resource material presented at the various conferences has been made available in limited quantities. The staff hopes that in the future more of this material can be recast as Extension material for use by the general public. The local public is being reached in a limited way now through the press, magazines, radio, and television.

One of the most impressive activities is the bringing together, through the fellowship program, of representatives from various States and action agencies for a year's study. These men leave with a new, sharpened set of tools, a somewhat different set of values, and a wealth of resource material. They cannot help but bring a new and stimulating viewpoint to those with whom they work.

The area in which the Agricultural Policy Institute carries on its program is characterized by deep-seated values and long-cherished opinions. Land-grant universities have been slow in the development of strong, effective, educational programs in public affairs. The Institute is making real progress in stimulating activity in this direction. ■



Americans Must Do Their Own Thinking

by W. G. STUCKY, Education Leader, The Center for Agricultural and Economic Adjustment, Iowa

CITIZENS of our democracy face a tough challenge—they are required to do their own thinking. They must shape their individual destiny and sanction or oppose the national action chosen by their selected leaders. No super-state determines what is best and makes them act accordingly.

Yet citizens are concerned about our rate of progress in solving aggravating national problems. The farm problem, high unemployment, the communist buildup in Cuba, slow development of emerging nations, and the race in space all cause anxiety and a feeling of national inadequacy. Citizens desperately need to be better informed on these problems and to deal with them.

The industrial revolution has set the stage for the present scientific revolution. Ideas once thought preposterous, such as man flying to the moon or rival European nations preparing for economic and political union, are now accepted.

Challenges to Citizens

These are but a wisp on the thunderous winds of change. U. S. citizens face all at once the need to:

- outdo or be subjugated by a force of hostile nations;
- pull together a group of proud and sensitive allies;
- help developing nations achieve economic growth, social progress, and political freedom;
- spur our own economy to create enough new jobs to employ 3 million new youth each year plus another 1 million workers whose jobs are eliminated by technology;
- contend with a scientific revolution whose changes increase the economic and social adjustments between rural and urban sectors of the economy.

In an age when U. S. citizens are expected to act but are inadequately informed they behave in curious fashion. Witness the agony within the rural sector over low-income areas, poor education for youth, and the desperate attempts of farmers to control the marketing and pricing of commodities at the farm.

A true democracy can exist and function effectively only with enlightened citizens. One internal danger which democracies face is lack of knowledge and understanding of the needs for improving individual decisions and general welfare.

Land-Grant Responsibility

The land-grant university's promise to society was to tend to its priority developmental needs. It has both the responsibility and the opportunity to give people a more factual and objective understanding of these problems.

The land-grant university possesses unique machinery for conducting education of great national significance. Its State Extension Services can reach every community and bring the people's attention to what is needed to solve elements of the farm problem.

As an example, this may require, besides a better understanding of the economic and political environment, an attack upon the educational problems of youth in rural areas, the effective transfer of resources idled by new technology, and the adaptations and innovations needed in governmental and other social structures.

But for Extension to significantly benefit society on these matters it will have to bring public issues to the public. This requires a different program response by Extension than most workers visualize.

Little public understanding can be achieved by engaging a fraction of the citizens in cursory, intermittent discussions and lectures on the subject. Public issues ought to be brought as near as possible to the whole public for analysis, study, and discussion. This kind of significant operation requires prolonged and hard work by scientists and scholars within each institution.

Required Education

Engaging people in adult education on vital matters of public concern requires:

1.) Work with leaders and public figures to define the priority considerations in public issues. This involves testing the validity, objectivity, and relevancy of available data relating to the issue. Research is critical in providing needed knowledge. It also identifies the gap in understanding between the public and leaders and the leeway

Editor's Note: The Center for Agricultural and Economic Adjustment at Iowa State University was established to enable staff members in research, extension, and teaching to concentrate on adjustment problems of agriculture. Its ultimate objective is to help people, both rural and urban, understand and shape the necessary social and economic adjustments in our growing economy. Like the North Carolina Institute, the Iowa Center is backed by the Kellogg Foundation.

for individual and group action.

2.) Bringing to the broader interested public an understanding of the issues and alternatives —recognition of the realistic avenues open for leadership and action.

3.) Adjusting to the new intellectual environment, appraising the relevant alternatives to action, and compensating for the changes that action brings.

Getting public issues of national concern before the interested citizen requires that land-grant universities work together. Isolated action here and there does not meet the needs of the Nation.

The Center for Agricultural and Economic Adjustment is making its resources available to the land-grant system to broaden experience in operating cohesive, effective, adult educational efforts of significance to interested citizens.

The Center has found that most land-grant university workers have trouble visualizing a total education-al effort. They have difficulty anticipating staff organization requirements or seeing the need to fill people's "knowledge gap."

If democracy is to remain virile, education in the future must focus on a realistic set of priorities. It must engage people and their leaders in up-to-the-minute, objective, and scientifically-based study and solution of the problems pertinent to our survival, freedom, and welfare. ■

INVOLVING OTHERS

(From page 221)

Community. The issues involved are political as well as economic.

Each major category includes a number of others that require the skills of specialists to explore and unravel. Western Europe has been one of the largest dollar customers for the products of American farmers. They are also competing more strongly for the markets of some U. S. manufacturers. Decisions reached between the United States and the Common Market group also will affect many newer or economically less-developed nations. A whole host of world affairs issues are represented here.

Involving Widespread Resources

A number of U. S. farm families are beginning to encounter problems of "land-use, planning, and zoning." The University of Minnesota arranged a training seminar in this field involving representatives of the Law School; Departments of Political Science, Agricultural Economics, Geography, Horticulture, and Soils; College of Education; General Extension Division; and the Cooperative Extension Service.

Other seminar faculty members included the Bureau of Business Development, Metropolitan Planning Commission, Commission of Aeronautics, Department of Water Conservation, League of Minnesota Municipalities, State Health Department, Highway Department, and the Corps of Engineers.

A seminar for rural-urban leaders on the Common Market involved as faculty an economist specializing in international trade, several agricultural economists, two political scientists, an historian, a businessman, and a number of commodity and trade specialists.

Resources to employ such a battery of experts full-time would probably not be available to many State Cooperative Extension Services. In fact, such staffing would appear illogical. However, these experts are needed from time to time.

It's possible to get the job done by a number of devices. One of the best is to develop the type of program that interests and challenges competent people, provide a motivated audience, and choose timely subjects. It helps to have some resources and the support and interest of the college and university administration. A few successful efforts involving the right audience and faculty may even help bring that about.

Most public affairs issues—local or otherwise—depend on action from a number of groups. Farmers seem increasingly aware of this and express a preference for meetings, workshops, and seminars that involve a cross section of the community. This gives them a chance to present their views to others, as well as learn why others hold particular views.

Involving a number of disciplines and professions as faculty helps more of the audience to identify with the group. It encourages a more constructive approach to discussion of these issues. Audience and faculty identification and involvement are difficult, but they are vital to a successful program of Public Affairs Education. ■

CHALLENGE

(From page 219)

or affected by the decision. If time permits, invite the participants to select their own goals or criteria against which they can measure the impact of various alternatives.

3) List all important alternatives that should be considered.

4) Analyze each alternative in the light of its probable impact on various parts of the economy. The impact may be limited or far-reaching, depending on the problem. For example, if a community wants to buy a new fire truck, the decision is a local affair. In contrast, millions of people may be on the receiving end of a probable course of action, as with the St. Lawrence Seaway. (Information should be sufficiently specific to enable people to determine the consequences of alternative courses of action upon their own situation.)

5) Leave the decision to the people. Decision making is *not* a proper function of the educator. ■

Public Affairs Work in Iowa

by DR. EBER ELDRIDGE, Extension Economist, Iowa

PUBLIC AFFAIRS extension education is increasing in Iowa. Beginning with selected leader training in 1947 and expanding through self-administered discussion programs, "Challenge to Iowa" and "Iowa Futures," it has reached a large segment of the general public.

Extension education in public affairs assumes that people prefer the process of rational decision-making on public issues, once the issue is identified. This process can be condensed into four brief steps.

Step 1. Facts and information are gathered.

Step 2. Alternative solutions are identified and analyzed.

Step 3. The individual or group applies its values to the facts.

Step 4. The preferred alternative is selected.

Extension's activity is confined to steps 1 and 2. Only within these conceptual boundaries is it possible to be objective. With rigid educational discipline, Extension can perform the educational function which is welcomed by individuals, groups, organizations, and political parties.

Public affairs work of this nature was described by Dr. Robert Parks, Iowa State University vice president for Academic Affairs, as, education with objectivity and integrity.

Numerous groups and organizations are active in steps 3 and 4, but there is an informational void relating to steps 1 and 2. Extension can fill this void without competing with any other existing group—and its contribution will be welcomed.

Objectivity Demonstrated

Objective education on controversial issues was effectively demonstrated in Iowa this May by a series of area meetings on farm policy legislation. Leaders of all farm organizations, officials of government agencies, officers of political parties, and other community leaders were invited to area meetings conducted by Extension.

The objective of these meetings was to analyze the pros and cons of alternative bills dealing with farm legislation. The administration's ABCD Bill, the Emergency Feed-Grain Act, and the Cropland Retirement Bill were considered.

The meetings were conducted while committees were active and before a Congressional vote was taken. Consequently, interest was high.

State leaders of all farm organizations commended Extension for its objective, enlightened approach to the discussion.

This series of meetings was possible and successful because the educational content was restricted to steps 1 and 2. Facts and analysis of the alternatives were presented. The alternatives were evaluated with selected criteria. *No* attempt was made to say which alternative should be selected by Congress.

Farm organizations, political parties, and other pressure groups will take the information and move into steps 3 and 4.

Considering the growing complexity of public issues, will people look to "experts" to do more of the deciding? This question is frequently asked by people at all levels of farm policy formation.

Perhaps there is a degree of truth in the statement that "experts" will do more of the deciding. But the experts must have public support. The survival of our democracy (as we know it) depends on the majority of those who vote being sufficiently informed on the foundamental issues and alternatives. Again, this emphasizes the importance of the Extension public affairs program.

It is possible for the trained Extension specialist to cut through the maze of detail and complexity and help people through step 2. That is, help people identify and understand the fundamental issues underlining the complex field of public policy.

We like to think of the Cooperative Extension Service as being sensitive to people's problems. As long as public policy and public affairs problems are important to people they will be of increasing concern to the Iowa Cooperative Extension Service.

In the recent Iowa Future Series Extension for a short time mobilized a large segment of the entire staff for a total educational effort. More than 50,000 people participated in this self-administered group discussion phase, and over 20,000 returned opinion records.

Future Pattern

What pattern do you expect public affairs extension to follow in Iowa in the future?

It is necessary to consider the development of public affairs extension in two areas of activity—the county and the State. Iowa has followed the philosophy that the primary purpose of the State specialist is to assist county extension personnel in carrying on a public affairs program. To do this, county personnel must have competency in both the subject matter and the technique of public affairs extension work.

The primary effort of the State specialist is to assist the county or area agent with these competencies. This does not mean that every county extension person will become a specialist in public affairs—but a certain degree of competency is neces-

sary for program planning and implementation.

The county extension public affairs pattern will probably develop first with an increasing amount of time by county personnel spent on public affairs work in relation to other lines. Included will be an increasing number of public affairs discussions conducted by county extension personnel.

This has happened in the past, as indicated by Iowa monthly Extension reports. The 1960 report summary indicated 100 percent increase in time spent on public affairs and community development, as compared with 1954.

Second, county personnel will become more sensitive to local public problems. In so doing, they will become more involved in providing facts, alternatives, and analysis on local problems, such as schools, county government, and area development. County personnel, both men and women, will be considered by local committees as resources for information and analysis of local problems.

Third, in Iowa there will be more specialized development of cohesive broad-scale operations with more staff working with special leaders and combining expansive self-administered discussion group techniques patterned after the Iowa Future Series. County personnel will likely become more involved with these operations as they focus on local problems. These include problems of economic growth, taxation, development, farm income, etc.

Several areas already have requested a Future Series dealing primarily with local problems. It is, of course, necessary to integrate the local problems with economic growth and development of the Nation as a whole.

In the State Extension activity, we will probably see more emphasis on depth training. Except for a few planned schools, such as the Economic Growth Workshop, most programs have been 1-hour evening or half-day meeting types. In these meetings, it is possible to arouse interest in the subject and create a desire for more information. But depth of understanding is almost impossible to achieve. Inclination will grow to work with as many groups as resources will permit to secure depth of understanding.

Many public affairs issues cannot be adequately explained within the 1-hour, one-stop limitation. Only with repeated contact with the same audience can the educational objective be achieved.

Public affairs education in Iowa will deal more with priority "high interest policies." In the past, there has been some reluctance to deal with controversial issues when the intensity of political feeling was high. Recently, farm legislation analysis meetings were held on a subject that was highly controversial at a time when the political feeling was intense.

We learned that this could be done with "objectivity and integrity" with the support of all farm organizations. More educational activity on controversial issues related to pending legislation is expected.

There will be more coordination and joint planning with other subject-matter areas. Production specialists on both farm and nonfarm production, recreation, engineering, and economic development specialists all will find it necessary to relate their technical information to public policies. In addition, the public affairs specialists will find it increasingly necessary to be abreast of technical information in order to accurately analyze public affairs issues.

Personnel Requirements

The worker in public affairs extension needs the same basic qualifications and requirements of any capable Extension worker. However, because public affairs extension is relatively new, some special qualifications are needed to avoid potential pitfalls.

The technique of public affairs extension work differs greatly from the traditional. Traditionally, Extension workers have promoted the "best" method. When the subject-matter is production information, this usually can be done without encountering value conflicts.

In public affairs, the teaching technique is crucial. When dealing with controversial issues, repercussions from an error in technique can be more publicly apparent.

One of the first techniques a public affairs specialist must learn is recognition of the difference between 1) the statement of fact or statement of theory, and 2) a statement of "value-judgment." Statements of fact or theory, when adequately documented, seldom cause difficulty. However, statements of opinions or values might well incubate explosive consequences.

By avoiding value judgment and placing the facts and analysis in the form of clear-cut alternatives, the Extension worker in public affairs can render a tremendous service to the public. The alternatives can be analyzed and evaluated according to predetermined criteria.

Generally, however, it is extremely important that the audience be left to apply their own values to the itemized alternatives and decide the best alternative. In this manner,

(See PA in Iowa, page 233)

PLANNING COMMISSIONS and RURAL ZONING —

Tie-in with Public Affairs

by JOHN MITCHELL, Extension Rural Sociologist, Ohio

WHY should an Extension agent be interested in a planning commission or a rural zoning commission?

There are many reasons why you are interested in planning and zoning commissions. Your farmers have more at stake today than ever before —in land and equipment. The Nation's population is growing, and probably your county has more people than 10 years ago.

Desirability of Planning

Land is a *fixed resource*—it can't be expanded. As an educator and professional leader, you are interested in seeing that the wisest and and best use is made of this fixed resource. You assist people in planning for the wholesome growth and development of the county's resources.

More people and more buildings increase the pressure on the land and water resources of your county. Across the Nation, thousands of acres of farm land disappear as subdivisions, new highways, and shopping centers expand outward from cities.

Farmers in your county are getting new neighbors. Because automobiles have helped the city and country merge, a farmer may have a merchant, industrial worker, and a truck driver as neighbors.

Work of Commissions

You have helped many farmers determine how each field will be used so every acre is put to the use for which it is best suited. By working with planning and rural zoning commissions, you help people determine land-use patterns for a township or the entire county.

A planning commission makes plans and maps showing its recommendations for highways, systems of transportation, land-use, and park and recreational facilities. It makes recommendations concerning water supply, sewage and garbage disposal, and other public improvements affecting community development.

A commission may accept and expend funds from civic sources and agencies or departments of local, State, or Federal governments. It can employ persons or firms needed to further the planning work.

Planning commissions provide information that can be used in developing zoning resolutions. Zoning provides a tool or a means of following through on the plan.

Zoning is the regulation by district of the use of land; the location, siz and use of buildings; and the densit of population. A major objective rural zoning is to put land to the u for which it is best suited. Other ob jectives are protection of proper values, promotion of public healt and safety, and the orderly develop ment of the community.

County or township zoning com missions draw on the work of th planning commission in developi zoning resolutions. Ideally, work a planning commission should pr cede the work of zoning commissio

The haphazard growth of house factories, and junkyards in the sam area can be prevented by long-ran planning and rural zoning. Yo county's "growing pains" can be r duced if citizens plan for the futu

Interest Needed

The need never has been grea for persons interested in agricult to have a voice in organizations a ing land-use planning. As the numb of farmers decline, it becomes ev more important that persons inte ested in rural life be members of o ganizations and groups concern with the future of their county—bo rural and urban areas.

ducational and organizational
k in planning and rural zoning
ld be key features of the commu-
development and public affairs
ses of your county program. Work
hese areas also is of key impor-
ce in a rural areas development
gram.

nterest in long-range planning is
ected in the rapid increase of re-
al or county planning commis-
s in Ohio. Less than 2 years ago
re were 24; today there are 37, an
rease of more than 50 percent.
nty agents have been instrumen-
in bringing some of these into
g.

tural zoning has been approved in
townships located in 53 of Ohio's
counties. All this action has taken
ce since 1948. County and State
ension workers provided informa-
n and educational material for
zens in many places.

Leadership Opportunities

How do people become interested in
ir county? There are several ways
provide educational and organiza-
nal leadership in this area of com-
nity development and public
airs.

You could start with your Extension advisory committee. Planning commissions could be explained and discussed at its monthly meeting. Rural zoning could be considered at the next meeting.

You could help arrange for a resource person to discuss this topic at the annual meeting of farm organizations or commodity groups. You could do the same thing for some of the key civic groups.

Some agents carry items on planning commissions and rural zoning in their newspaper columns. Others see that further information on these topics reach an editor's desk. Examples of changes in the county remind people of the need for planning.

You may initiate informal meetings with a small number of key people—county officials and persons high in the power structure of the county—to discuss planning and later, rural zoning.

You could help organize a study committee to explore all aspects of planning and rural zoning. Your county commissioners may be interested in appointing such a committee.

Some Extension agents have helped prepare a brochure on how a planning commission is organized and what it does. You also may assist in drawing up a mimeographed piece of "The Do's and Don'ts of Rural Zoning."

Looking to Resources

Where do you find resource people? What about the rural sociologists and agricultural economists? If they aren't involved in this work, they could help locate resource people at the university. You may contact the political science or city and regional planning departments.

A professional planner from a planning commission in a nearby community may talk with your people.

The interests of town and country are more intertwined and interdependent than ever before. Under present conditions, this old saying sums up the situation, "You hang together or hang separately." The need never has been greater for town and country to pull together in planning for the future.

You are in a key position to help people from town and country see the need for a planning commission and a rural zoning commission! ■

Without zoning, this view could face many country residents. Another problem of unplanned growth is strip, string, or ribbon-like development of houses along country roads. Country highways soon become streets with many hazards, costly to local government for repair and improvements.

Operation Advance—A New Dimension

by C. R. HARRINGTON, State Leader of County Agricultural Agents, New York

EIGHT hundred key community leaders in five pilot-demonstration New York counties participated in Operation Advance in the spring of 1961. Their response was so favorable that the effort was extended to the rest of the State resulting in a total of 8,000 such leaders being involved.

Operation Advance is a code name designating a new approach to Extension education in public concerns —a new dimension of Cooperative Extension work in New York.

State and local government officials applauded the effort. Farm organizations, civic groups, and key individuals accepted and supported Extension in this endeavor. University and Extension administrators gave the venture their support and assisted in interpretations to others.

The Setting

Operation Advance was developed and launched with full recognition that the traditional Extension emphasis on education for change of individual unit practice was not effective in dealing with priority problems of society. Farmers, farm families, rural families, and village and city people are affected by many common concerns—the public problems of local, State, National, or international origin. Some of Extension's past efforts in education in this area had not been effective, satisfying, nor significant enough.

America's destiny appears largely a matter of public policy—on space and technical assistance, rural education and transportation, American agriculture in a hungry world. Response to these public issues is a basic ingredient in today's definition of life, liberty, and the pursuit of happiness.

The purpose of Operation Advance is to offer leadership education, for a broad and diverse group of community leaders, that will lead to more effective public action on problems of common concern. Operation Advance is designed to serve the interests of the individual leader—to help him carry out the complicated work of leadership in a democracy.

Offers Leadership Education

Operation Advance helps the leader, whatever his special interest or concern, to inform himself more fully on the broad problems of public policy in which all community interests share a common stake. The aim is to have leaders who are more competent (thus more confident), respond to public issues, assist groups to respond more effectively, and help and encourage units of government to take effective action.

Education in public policy must respect the fact that action takes place through the processes of political democracy. Education can assist but not become a substitute for this. Thus, the educational aim is not to give answers, but to contribute to the improvement of individual judgment that is relevant to the public business. Education can raise the level of decision.

This high-level objective cannot be reached in a short time with only one educational effort. But the beginning endeavor has demonstrated that it can and does work, and encourages more continuing efforts.

The participants in Operation Advance are key community leaders. They are the people who initiate, propose, inspire, challenge, influe sanction, or even block action other members of society.

Operation Advance participants clude both men and women; l government officials, school offici leaders in farm and nonfarm orga zations, bankers, and other influ tial citizens.

Two-Stage Approach

The first stage of Operation vance provided an overview of major topics:

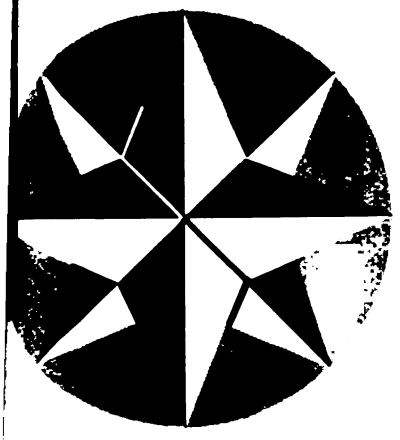
What's Ahead for Our Schools
Roads for the Future
Outlook for Local Government
Paying for the Future
Looking Ahead (Economic Devel ment)

The second stage, to be launche late 1962, pursues three topics greater depth:

Economic Growth and Developm
Education
Managing the Public Business

In addition, Stage II will help th leaders have a better understand of the impact of the modern wo upon community decisions and a b ter appreciation of the processes political democracy through wh action takes place. A managem workbook will be provided to all p ticipants in the second stage to h them apply facts and knowledge an analysis of problems and alter tive solutions within individual co munities.

The content is presented in a ser of fact sheets. The aim of each is state issues, place the issues in co text, examine alternatives and diff ent courses of action, and review m jor differing positions. The fa



eets provide facts, framework, and estions for discussion.

Yet, no fact sheet stands completely alone; the problems are not eated separately, but as interdendent aspects. Each one in the ries is related to the others and atmpts are made to provide an inteated approach.

The reasoning behind this is that reality, common concerns or pubc problems do not exist in isolation. hey are interrelated and need to e seen as interlocking concerns. Desions reached in one problem area ıfluence possible decisions in an-ıer.

Each fact sheet is printed and illstrated. Each involves an objective, ɔnpartisan treatment of a problem ea with its appropriate context.

Self-Administered Discussion

However good they may be, the ct sheets constitute only one phase the educational experience of paripants. Each person receives a fact ; and is expected to read and study

But individual study does not comtely stretch the mind and imagition nor strengthen the undernding. So the self-administered cussion group of 12 or 15 people omes a significant second part of experience.

The self-administered group dission is based on the fact sheet. special "live" subject-matter exts or trained discussion leaders necessary.

The objective of the discussion is consensus. Everyone in the group ot expected to agree on answers. e purpose of the discussion is to help each leader develop and define his or her own judgments. This is done by forcing the examination of individual concerns in broad context, by stretching individual thinking, and by developing some understanding of unfamiliar considerations, points of view, and interests.

The purpose is not to make policy, but to serve as a basis for informed action by individuals. Therefore, agreement or consensus is neither necessary nor helpful.

The most productive discussion occurs within groups of individuals with diverse experiences and ideas. By the same token, the least productive discussion groups are those composed of individuals who had thought alike before coming together for this purpose. To the extent possible, each group consists of a sampling of a community — its geographic, social, economic, vocational, organizational, and political differences.

The role of the State Extension staff is primarily to mobilize resources, developing the necessary materials and providing interpretation and legitimation. Included are the following:

1. Defining the problem areas to be treated with the educational effort.
2. Preparing the content and producing the fact sheets.
3. Interpreting the effort to the county staff, providing county staff handbooks, and arranging for adequate statewide support.
4. Interpreting the effort with key organizations, agencies, and individuals.
5. Providing administrative leadership to achieve a total institutional effort.

County Function

The role and function of the county extension office is primarily to provide local organization and administration. The first responsibility of the county staff is to recruit a significant number of leaders. Each of these in turn must be willing to recruit a group of 12 to 15 other leaders and to organize the discussion meetings. Thus the county staff's job is to find the one organizing leader for each group to be organized within the county.

Following this, the staff responsibility involves interpreting the effort within the county, providing the materials, and becoming a counselor and advisor to each organizing leader.

This does not require the county staff to become subject-matter experts in each of the public concerns. It does mean that the county staff needs to be aware of some of the concerns, their implications, and the interest of people.

A Continuing Effort

Operation Advance is more than a project with beginning and ending dates. To be effective, to fulfill an educational responsibility to American society, it must be a continuing effort with appropriate content, material, and methodology. It must have depth and breadth. But it must be developed with full recognition of the complexity of public issues, the processes of political democracy, and the relationship of individuals to issues and the political process.

This dimension of Extension education has a direct relationship to other kinds of extension effort. It is a truly educational undergirding of Extension and other organizing activities to help people achieve community and resource development, rural areas development, effective program planning, or treatment of a specific public affair.

The founders of the Nation recognized that democracy rests upon a literate society. For much of its history, this Nation could survive with a citizenry literate largely in vocational and individual practice enterprises. Now the urgency, magnitude, and increasing complexity of public problems facing farm and city people alike and awaiting action by the political process creates a critical need for new forms of education to assist public action.

"It is the feeling in our area," wrote one leader to his county agent, "that Operation Advance is a significant contribution to the advancement of democratic thinking in the State of New York." Another said, "This proves that just because you live in a small town, you don't have to think small." A newspaperman said editorially, "Operation Advance brought out the factors which make a community great." ■

Studying State and Local Public Finances

by EVERETT E. PETERSON, Extension Economist
(Public Affairs Specialist), Nebraska

LET'S Talk About Nebraska Taxes. Problems and policy choices in State and local government finance were the main topics discussed in this 1961-62 public affairs extension program.

This educational activity was planned, prepared, and presented by the extension staff in agricultural economics. In general it was intended to meet the need and desire for objective information on this important public issue as expressed by Nebraskans—both farm and nonfarm.

Situation and Need

Increasing costs of State and local government, the numbers and types of local governmental units, and continued reliance upon the property tax for revenue are serious problems. They concern citizens as individuals, members of organizations, business managers, legislators, and administrators of public institutions and agencies.

Farmers realize that property taxes represent a fixed cost, while their incomes fluctuate with weather and economic conditions. Business and professional groups are becoming more aware of disadvantages of the property tax. School administrators and boards, education associations, and many citizens recognize the direct relationship between tax problems, school finances, and school district consolidation.

Many who recognized these problems of State and local government finance were uncertain of the possibilities of alternative courses of action. Objective discussion was needed on the present situation and on advantages and disadvantages of alternative choices in public spending and taxation at the State and local levels.

The objectives of the public affairs educational program of the University of Nebraska were:

1. To provide factual information on—the expenditures and revenue systems of State and local governments, basic principles of public finance, and the advantages and disadvantages of alternative methods of obtaining revenue for public purposes; and

2. To increase citizens' awareness of—their rights and responsibilities with respect to public affairs issues, and the importance of reaching decisions based on the best available information, then expressing their views to those having or aspiring to public spending and taxing responsibility.

Leader Training Workshops

The principal teaching method used in working toward these objectives was a series of 2-day leader training workshops for county agents and local leaders. They represented every county in the State.

Materials for these meetings were planned and prepared during the summer and fall of 1961. The 15 workshops were held in January-March 1962.

The subject matter and procedures were discussed in detail with district supervisors before they met with county agents in district program planning conferences. This resulted in excellent cooperation and support from both State and county staffs.

Program objectives and suggestions for obtaining leader participation were explained to county Extensi chairmen and home agents in a let from the Extension director. Ea county was asked to invite 10 urb and rural leaders to a 2-day traini meeting. The leaders also had to willing to help plan and conduct f lowup activities at the county community level. Agents were e couraged to consult with their Exte sion boards in selecting the parti pants.

Special effort was made to inv State legislators.

The workshops were conducted two 2-man teams of Extension econ mists. Lecture-type discussio covered: the role of government our society; basic principles of pu lic finance for analyzing spendi and revenue problems and polici criteria for evaluating taxes; chara teristics, advantages, and disadva tages of the property tax, gene sales tax, and personal income tax

Lectures were illustrated with overhead projector. Discussion gui or outlines of subject-matter w provided to the participants to ma note-taking and understandi easier. Leaders were encouraged ask questions and to bring up ad tional relevant points.

Training concluded with a half d devoted to small-group discussio Participants were divided into se administered discussion groups about 10 people each.

Specialists were available as source people but did not sit in w these groups. A set of four questi was provided as a basis for disc sion:

• Do you think the cost of pub services in tax will go up, down,

ay the same in the next 10 years? hy?

• What are the opportunities for eater efficiency in the operations of ate governments? School districts? cal government?

• Assuming that the property tax ll continue to be an important urce of revenue for local governents, how can it be improved? By icter enforcement? By better adinistration? By enlarging the propty tax base? By exempting certain sses of property? Be specific.

• What are the main alternative ethods of substantially reducing the r burdens of State and local govments upon the property tax?

The group-discussion technique ve workshop participants an opportunity to share views, apply what ey had learned, clarify difficult ints, and go through an experience exercising their rights and responsibilities as citizens. Each group sumarized and reported its discussion en participants reassembled.

About 650 local leaders and county ents attended the 15 workshops. ong the participants were: farm- and ranchers; bankers; retail sinessmen; doctors, dentists, and yers; county assessors, clerks, asurers, and board members; State islators; college professors and ool teachers, administrators, and ard members.

The response was generally favorle. Participants indicated that they arded the program as very inmative and the presentation obtive.

The workshops received widespread l continual coverage from the ss.

Followup Activities

County agents were encouraged to olve the workshop participants l their Extension boards in plang and carrying out followup acties. More material was presented the training meetings than could handled conveniently in local proms, so a suggested 2-hour prom was outlined by the specialists. ocal activities reported so far inde: countywide public meetings h specialist help; series of local cussion meetings organized and ducted by leaders; county or comnity meetings with panel discussions by leaders; talks and panel discussions by agents and leaders at regular meetings of farmers' organizations, service clubs, home Extension clubs, parent-teacher associations, etc.; and use of local press, radio, and television. These local activities will continue into 1963.

A special 1-day presentation of the workshop material was given for the Governor of Nebraska, his administrative assistants, and the State tax commissioner. A workshop was also held for the entire staff of the College of Agriculture at the University of Nebraska.

Four half-hour programs were video-taped for the university's educational TV station. A Lincoln newspaper published summaries of the workshop information as a series of articles and as a special reprint.

A set of four Extension circulars, written by the economists involved in this program, are now being printed. These will be available for general distribution and the basis for home Extension study lessons.

Results Expected

The immediate result of these educational activities was widespread interest in and discussion of Nebraska's government finance problems and possible solutions. One newspaper editor said the people of Nebraska had received more information on this public affairs issue during the first 3 months of 1962 than in the State's entire history.

Continued discussion on a formal and informal basis is expected at both the State and local levels. The leaders trained in the workshops provide a core of well-informed citizens in every county and continue to be actively involved in discussion. Several candidates for the State legislature have asked for more information.

The full impact of this educational effort in public affairs will not be known for some time, perhaps several years. Proposals for changes in Nebraska's tax system are certain to be introduced and discussed in the 1963 session of the State legislature. Action or lack of action by that body will depend upon the views and desires of the citizens as expressed through the political process. ■

PA IN IOWA

(From page 227)

needed information can be given on controversial as well as noncontroversial subjects. It will be appreciated by both sides of an argument, and the extension worker will not become involved in a political debate.

The extension worker must secure more subject matter confidence. Many county Extension workers recognize and appreciate the importance of public affairs education. Because of lack of confidence, they hesitate to include more public affairs in their programs.

Extension workers can achieve subject-matter confidence through private study. However, private study is difficult to incorporate into a busy schedule.

Introducing more courses of economics, sociology, and political science to the undergraduate program would be of value. Another possibility would be graduate training.

Another need is more applied research. There is sufficient research to keep an Extension program going for several years. Most of this, however, verifies concepts, theory, and analytical statements. More research of the applied nature is needed to convince the Extension worker's audience.

Research, which predicts or evaluates the benefits and consequences of alternative public policies on the individual, the local community, and the local institution, is needed to place a remote national issue on the audience doorstep. When this is done, interest in public affairs issues becomes immediate, personal, and intense.

Expected Audience

Once the public affairs problem or issue is identified, the audience for Extension work in public affairs is anyone who needs the information pertinent to the problem or issue.

Some issues will affect largely farm audiences; some will affect largely nonfarm audiences. Most issues will involve both.

The issue determines the audience. Define the problem and deal with whatever audience needs education on this public affairs issue. ■

Pennsylvania Growth Program in Action

by WILLIAM M. CARROLL, Public Affairs Specialist, Pennsylvania

ALTHOUGH Pennsylvania is blessed with a diversity and abundance of resources, in many areas 2 years ago 1 out of 5 workers was out of a job. Underemployment was high in both rural and urban areas.

Since then the Pennsylvania Growth Discussion Series has helped many people better understand the fundamental relationships among jobs, people, and land. Growth discussions during the past 2 years have centered on the relationships of land, water, forests, wildlife, and people to economic development.

Practical Efforts

People from rural and urban areas are sharing development ideas. And group after group is deciding that development efforts based primarily on enthusiasm, promotion, and conviction have failed, regardless of the sincerity of the developers. These same groups and others are beginning to understand that efforts based on scientific discovery and application usually lead to satisfying results.

The number of township, county, and regional planning commissions has more than doubled. And every area now has active, representative planning commissions which are hiring professional planners to make comprehensive land-use plans.

Each county group is recognizing that interpretive soil survey maps and reports are vital for effective land-use planning. These maps show groups of soil associations of similar character, streams, roads, and other landmarks for easy orientation.

Reports are being requested on the soil properties that determine suitability for residential housing, industry, public facilities, and recreation.

Extension has met these requests for educational assistance by inaugurating a soil survey educational program. An Extension agronomist with specialized soils training was hired to start the program. He cooperates with the Soil Conservation Service, Pennsylvania Agricultural Experiment Station, and Pennsylvania Department of Agriculture.

Deer Management

One example of the function and relationship of research and Extension education is the public affairs deer management program. This program also points up resource relationships, involves several specialists' disciplines, and demonstrates essential interagency cooperation.

Extension specialists and a Pennsylvania Game Commission research biologist organized existing research into presentations for use in local areas. These have been held under the educational leadership of county Extension offices. McKean County initiated this type of public affairs discussion meeting; since then about 20 county programs have been held.

These resource management meetings emphasize public discussion. Short, formal presentations by Extension specialists and a Game Commission biologist cover: deer management; deer economics and policy; deer and forestry; deer biology, populations, and effects of hunting; and deer and recreation. Knowledge, ideas, comments, and viewpoints are shared by audience and panelists in an open discussion period.

Though many critical and controversial public issues are considered, the atmosphere of these educational meetings has been stimulating and orderly. Citizen interest, attendanc and participation have been high.

Because the panel can present on a limited number of programs, a Di cussion Guide, "Deer Management Pennsylvania," was published. Fro November 1961 to July 1962 coun Extension offices distributed abo 8,000 of these to groups, organiz tions, and individuals.

In addition, specialists have co tacted statewide groups and organiz tions. The Pennsylvania Game Co mission distributed reference copi to their field staff. Copies were pr vided to the Forest Resource Co mittee of the State Chamber of Co merce.

The Extension Wildlife Manag ment Specialist was invited to di cuss this program and provide copi to county delegates of the Federat Sportsmen's club of Pennsylvan Contact with this leadership h helped stimulate additional resour management interest.

Results of Discussions

In May 1962 the panel participat at the Northcentral Division meeti of Game Commission Field Staff an inservice training program. Sin then these presentations have be scheduled for all game commissi divisions in the State. The continu interest of the commission and i volvement of their whole staff ind cates their favorable reaction to t educational approach.

Forest resource interests have ask for a special presentation of the pr gram on Pennsylvania State Unive sity campus in January 1963. Th will be directed chiefly to public a private foresters and forestry inte ests.

While many factors influence t policy decisions of deer manageme and harvest programs, this educ tional program has probably be helpful in the decisions to hold su cessive antlerless seasons aimed adequate and proper harvest of t herd.

The College of Agriculture was i vited to present a statement on de research and education at the publ hearings on 1962 hunting seaso This invitation is attributed chie

(See Program in Action, page 239)

aking Use of
ıblic
scussion

JEORGE W. HARTER, Rural Areas
elopment Agent, Pennsylvania

VER 20,000 Pennsylvanians, from many occupations, participated he public information program vn as The Pennsylvania Growth es early in 1961.

ıis was a series of four fact es with questionnaires on:

Why do we have to GROW . . .
hat is unemployment costing s?

What must we know to GROW . . today's skills won't do to-ıorrow.

What do we have to GROW . . . esources and tomorrow's needs.

How do we go to GROW . . . ıformed people use resources) move forward.

orking in small groups, citizens ıssed the facts, then stated their ridual opinions on the question-es. Opinionaires were returned to county agent's office for tabula-. This tabulated information was forwarded to The Pennsylvania e University for State tabulation.

Local Followup

; a followup to the Pennsylvania rth discussion series, county ex-ion personnel and rural areas de-pment agents in some counties ared county growth series. These individual county results; facts he county, including tax rates, nployment, school problems, and ılation trends; and asked leading tions on the county's problems. e counties prepared booklets h presented county statistics out questions or tabulation.

ithin a year after completion of Pennsylvania Growth series, the university presented a State tabulation of the results.

The next step was a series of three agindustrial conferences, held in 12 locations throughout the State. Each county within a district arranged for 25 to 30 public officials and lay leaders to attend. As a result, 175 to 225 citizens were present for each conference.

At these meetings, extension specialists presented latest facts about industrial and population trends, population movements, changes in the communities, changes on farms and related industries, water, timber, and land resources. Most of this information was presented through visual aids.

The final conference ended with a 1-hour discussion period, during which each county group had opportunity to discuss what they had learned and steps to be taken in their own counties.

Action following these series has varied across the State. Some counties that previously had not shown interest in rural areas development organized steering committees. Other counties, although they did not set up any formal organization, have selected problem areas which they felt required fast action.

County Faces Facts

For example, Pike County, in the Pocono Mountain vacation area, took stock of its resources and future. The population, just under 9,000, showed a net increase of 383 in the last census. There are no urban areas, and 1,100 people live on farms. Of the 204 farms in the county, only 107 are classed as commercial.

The county's tourist and vacation business has grown rapidly, with farmland acreage being put into summer camps and summer residential areas. A huge reservoir, to be built on the Delaware River by 1972, will take over most of the present productive agricultural land. This reservoir will be surrounded by a public park which will likely accelerate the tourist and vacation industry. Land values have continually increased through speculation on future development and the county has several examples of unplanned growth.

The people of Pike County felt that they needed more public interest in community and rural land-use planning. The executive committee of the county Extension service, the county chamber of commerce, and those who attended the agindustrial conferences and participated in the Pennsylvania Growth series, requested a series of public information conferences on the subject.

In the past, the public officials of a few communities had tried to establish planning and zoning without educating the public prior to their efforts. As a result, the public was not enthusiastic about community planning.

The RAD agent, with the aid of the Public Service Institute, a division of the Pennsylvania Department of Public Instruction, set up a series of six conferences. These were to be held in an area where the citizens of five towns and two boroughs had established planning commissions but did not know where to go from there. A total of 52 public officials and citizens attended all the conferences right through the peak of the tourist and work season.

Speakers in this series included men from planning boards and planning companies which have been working in New York, New Jersey, and Pennsylvania, and from the State Department of Commerce. Conference subjects included: Background for Planning, Organization for Planning, Rural Land-Use Planning, Making the Community Plan, Planning Administration and Control, and A Critical Evaluation of Planning Prob-

(See Using Discussion, page 239)

Mrs. Elmer Sauter, volunteer leader, discusses the results of the Youth Survey with the DeKalb County Agricultural and Home Economics Extension Councils. Plans included involving yo leaders throughout the county in an educational meeting this f

Cue for Public Affairs—Involve Others

by ELROY E. GOLDEN, DeKalb County Farm Adviser, Illinois

THE number one challenge to Extension today is in the field of public affairs education.

Our real opportunity for the future, as in the past, comes from an Extension program based on the needs and wants of the people. In the past, many of these needs were related to agricultural production, cooking, or sewing. These subjects and our county educational programs were geared to meet the needs of people.

Theoretically, DeKalb County Extension could survive for a long time on "production agriculture." Many county resources are tied to the deep brown, silt loam soil. County agricultural production grosses more than $60,000,000 annually from fewer than 1800 farms averaging about 220 acres.

But, there are many new and growing opportunities for the Cooperative Extension Service. We have the production know-how, but what about public affairs education?

Extension can be capable and competent in the public affairs field, too. Our joint Extension council chairman says, "The public respects Extension and its unbiased, objective methods. Many people readily accept public affairs education."

At one time or another nearly every county has worked in the area of public affairs. In DeKalb County, the Extension councils, committees, and staff have worked on at least two dozen subjects related to public affairs education. These include: agricultural policy, taxation, zoning, community development, agricultural adjustment, civilian defense, careers, social security, highways, airports, income taxes, safety, citizenship, water resources, and family living.

Public affairs education received added impetus when the county was selected as 1 among 12 in the U. S. on a special project in public affairs. Carl McNair, program consultant, was hired in 1959 for a 2-year term. He proved to be the "catalytic agent" who got people involved and moving.

People said, "The number one need in DeKalb County is related to the problems of teenagers." Was this imaginary? Just what is the sit tion regarding our youth? The j Extension council set out to find facts. This resulted in a painstak effort to develop a survey of te agers attending schools within county.

Involving Help

More than 4,000 students w scheduled to answer the questi naire. Who would make the sur and do the work?

This would be an undertaking greater magnitude than anyone l anticipated. Four regular Exten employees were busy with the re lar program. Council members co do some of the work but they had make their own living.

We and our councils learned must involve people to get them help. School administrators wan to learn more about the survey. met with the administrators a brought them to the inside.

(See Cue for Public Affairs, page 23

STUDENTS, HOMEMAKERS Study Latin America Via TV

MRS. KARIN KRISTIANSSON, TV Editor, Vermont

Julia Borzone, attending the University of Vermont on a graduate scholarship, presented her view of problems and progress in her native Argentina on the Extension TV Series, "Our Southern Neighbors."

THERE is a challenge to democracy to prove itself today as ver before."

A Vermont homemaker wrote these rds in response to the series, "Our uthern Neighbors," telecast last ar over the Extension farm and me program, "Across the Fence." e spoke for more than 2,500 view- who had enrolled for the pro- ams.

'Our Southern Neighbors" grew out a deeply felt need for information out international issues. Many me demonstration groups were lding meetings on foreign relations, t they lacked discussion guides and ily available sources of informa- n.

We hoped that such a series would o motivate the viewers to greater erest in current problems abroad d give them a better understand- of problems facing other nations.

Cooperative Planning

Key planners for "Operation South- Neighbors" included: Mrs. Doris ele, home demonstration leader; George Little, director of the Ver- nt Council on World Affairs and fessor of political science; and members of Extension's editorial staff. Representatives of the Vermont Farm Bureau, station WCAX-TV, and the home demonstration council were also asked to serve on the planning committee.

Dr. Little suggested we focus on Latin America. So, Mexico, Bolivia, Uruguay, and Argentina were selected for study. The first program in the 5-day series was set aside for general discussion of Latin America.

This must seem an enormous, perhaps fruitless effort to anyone familiar with the problems and issues of these countries. We knew we could barely scratch the surface. But our main objective was to interest the viewers to more studies, to go for more and detailed material, and to set up discussion groups that might lead to a better understanding of the problems discussed.

A viewer who watches a series of programs on Latin America may look for other sources of information. So we printed a study guide, giving a resume of each program and a list of reference books. The study guide also included questions for discussion.

In September (1961) we invited a group of some 20 key people from across the State for an all-day training session. Most served as international relations chairmen for their county home demonstration council and were vitally interested in the idea.

Training Leaders

Dr. Little gave a sample demonstration of one television program. We discussed the study guide and made final revisions. The women received instruction and suggestions on how to help publicize the TV series locally.

The meeting coincided with the annual conference of the Vermont Council on World Affairs. Thus its scope was broader than just to prepare the women for the TV programs.

In the middle of September we launched our publicity campaign. Most of it was done through direct mail and news stories. The editorial office prepared announcements and enrollment blanks which were distributed by county Extension offices through their local mailing lists. Notices were also sent to schools in the viewing area and to members and friends of the Council on World Affairs.

Our efforts paid off. More than

(See TV Study, page 238)

TV STUDY

(From page 237)

2,500 persons enrolled for "Our Southern Neighbors." About 40 schools participated in the series. Other participating groups were home demonstration members, Vermont Farm Bureau, local libraries, and the Vermont Parent-Teacher Association.

Home demonstration women arranged for display of the study guide and other reference material in libraries and store windows. And they supplied some of the schools with study guides.

Mrs. Elaine Welch, president of the Vermont Home Demonstration Council, reported that home dem groups across the State held more than 100 meetings using the TV series and study guides.

We can well say that we had cooperation across the board. The local TV station extended our first program to 30 minutes, so there would be more time for a general introduction of Latin America.

Serving as coordinator in planning the programs, Dr. Little asked four specialists with the political science, history, and romance language departments to participate in the series. Each program was carefully planned with these people. Most of them had never been on television, and it took some time to gear their presentation to the general public rather than a class of college students.

For visual material we used maps, posters, photographs, and slides. The Pan-American Union in Washington, D. C., loaned us an excellent selection of photographs from the countries discussed. Maps of Latin America, from the U. S. State Department, were included with the study guide.

Audience Survey Returns

Who viewed? Did we give our viewers something of interest? Should we plan another similar series?

We asked these and other questions of a sample of 200 enrollees at the conclusion of the series. The returns indicated high viewership. Ninety percent said they had viewed three of the five programs; 38 percent had seen four, and 22 percent, all five programs.

The majority of the viewers said they had found the study guide helpful. More than half indicated they had read other material besides the study guide and would use the information at meetings or in discussion groups. When asked what subjects they would like to see discussed in a future series, they marked U.S. foreign policy highest on their lists, followed by Africa, United Nations, the Far East, and Latin America.

We tried an idea for a followup which could be explored further. All programs were recorded on sound tape. Thus teachers or discussion leaders could borrow the tapes, use the study guide, and start a discussion group.

One school took advantage of the offer with very good results. If this arrangement had been better publicized, no doubt more people would have taken advantage of it.

Approval Registered

"Our Southern Neighbors" was discussed at the international relations workshop, held the following June (1962) at the annual home demonstration council meeting. The international relations chairmen attending the workshop were most enthusiastic about the television programs and asked that we schedule a similar series. They approved the suggestion to feature "Focus on Foreign Affairs" during the latter part of January 1963. They also decided to use it as the basis for their statewide international relations program.

What started as an idea thus grew into a project endorsed by the International Relations Committee of the Vermont Home Demonstration Council.

In evaluating the series, Mrs. Steele said, "Vermonters are very much interested in the current world situation and in understanding the lives, culture, and problems of other countries. "Our Southern Neighbors" was an outstanding example of cooperation among colleges within the university, and other educational institutions, agencies, and organizations. Local leadership participation was excellent in promotion of the program. We hope that through these television programs we can motivate our people to learn more about the world today." ■

CUE FOR PUBLIC AFFA

(From page 236)

As a result, they agreed to cond the survey within their school s tems. They said, "We always h this idea but just never got around doing anything about it."

Today the results of this sur are summarized in a 110-page pub cation. Chapters cover purpose, yo problems, school life, activities a leadership, family life, and fam car.

Home Adviser Deloris Gregory h prepared home economic unit lesso on the survey findings. Recently s presented some of the results to se ice and civic clubs.

The next step (like all the p steps) will be decided by the jo Extension council. Tentatively plan a "summit meeting" of leade who are attempting to build a mo desirable community in which live. These include school admin trators, legislators, supervisors, cl leaders, family service agency repr sentatives, clergymen, youth worke truant officers, policemen, and t sheriff.

The ultimate goal of the council to build an action program to be co ducted by the citizens—of, by, a for the people.

Reviewing Results

The project has met its two over objectives:

1. To broaden and strengthen t program offerings, stimulate the i terest of the public, and obtain citiz participation in public affairs; and

2. To advance education for publ responsibilities through involvi larger numbers of citizens in progra planning and other appropriate e periences to develop their leadersh abilities.

Only time will show what has bee accomplished. Already the counc feels they have been repaid for the efforts through the side bonuses the project.

We feel that our county will nev be the same again. Redirection f future programs is assured. Publ affairs education will compete wit other subject matter areas on th priority list as determined by th people. ■

SING DISCUSSION

rom page 235)

as in Pike County (a panel discus-
n by conference participants).
Other sections of the county have
quested similar conferences for
xt fall and winter.

County Self-Examination

Wyoming County had a somewhat
ferent situation. They offered a
:t booklet used widely by county
ganizations in studying community
oblems. They also had high par-
ipation in the agindustrial confer-
ce series.

Following this series, Wyoming
unty representatives organized a
AD steering committee which met
weekly for 2 months.

At each meeting they brought in
presentatives of the various seg-
ents of their economy: government, industry, and public agencies. They realized many forces were working toward development of manufacturing industries and the tourist and vacation industry. They learned, too, that these efforts were showing signs of success and if this were accelerated, Wyoming County would face many serious problems in community growth.

The committee discovered that although the total county population had not changed significantly in the last 30 years, it now concentrated in and around the small towns. Some of these towns already had problems with streets, sewage, and schools.

Wyoming County has a sound dairy industry with a gross income nearly equal to the industrial income. The RAD steering committee felt the dairy industry could continue to prosper along with the manufacturing and tourist industry development if all were protected through community and rural land-use planning. As a result, the county extension staff and RAD agent established a series of community and rural land-use planning conferences. These were similar to and running concurrently with the Pike County series.

This series, differing from the Pike series, was presented by one individual, chief planner of a neighboring County Planning Commission. Wyoming County came to the same conclusion as Pike County—if community and rural land-use planning is to be accepted by the general public, they must be given the opportunity to become familiar with the facts.

Our experience in these two counties proves again that Mr. and Mrs. John Q. Public can face public issues (such as planning and zoning), digest the facts, and develop a sound plan for solving their dilemma. They need only the guidance of an organization or person they respect. ■

ROGRAM IN ACTION

From page 234)

) this program and our strengthened
elations with the game commission.

Three main points are clear from
ie experience with these programs:

(1) Research and education have
unique challenge to help all groups
ncerned with resources to under-
and the land management issues
volved.

(2) A satisfactory and acceptable
change of ideas helps build the
40 million annual wildlife industry
the State and develops an im-
roved investment atmosphere for
elated industries.

(3) Cooperation among institu-
ions, agencies, groups, and individ-
als stimulates citizen understanding
nd support for scientific resource
anagement.

Growth discussions also stimulated much citizen interest in local township government. Many realized for the first time that the Commonwealth Legislature has provided authority and power to townships commensurate with modern responsibilities. The investment atmosphere in rural and urban areas is directly related to township planning, financing public facilities, preserving and developing recreational areas, trash collection, or sewage treatment and disposal.

Reflecting citizen interest, the Extension publication, "Township Government in Pennsylvania," was prepared in cooperation with Dr. Clyde J. Wingfield of Penn State's Institute of Public Administration. Primarily it was to provide a clear outline of township government and suggest what public action and service township residents have a right to expect.

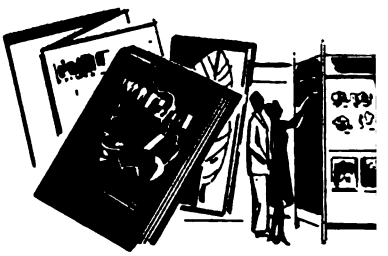
Interest in township, county, and regional development efforts is high in all parts of the State. These have been just a few examples of changed attitudes toward economic development as a result of increased understanding.

The Pennsylvania Growth Series has helped stimulate increased citizen participation in resource management at the State, county, and township levels. Interest in all three phases of planning—physical, economic, and institutional—is helping Pennsylvanians tackle unemployment by improving the investment atmosphere in their communities. They are seeking assistance from Federal and State agencies, and they are supporting needed area economic development research efforts that help prevent high risk, high cost, and sporadic development.

Citizen participation in development efforts is strongly related to increased interest in discussions of public issues. ■

UNITED STATES
GOVERNMENT PRINTING OFFICE
Washington 25, D. C.
OFFICIAL BUSINESS

Backstops for our RURAL CIVIL DEFENSE



THE Cuban crisis in late October and subsequent international political events, have brought to light again the urgent need for Americans to be prepared for any possible national emergency.

Secretary Freeman recently told USDA employees:

"I know that we all realize the immensely important function which this Department will have to assume in the event of an emergency situation. Ours is the responsibility for the food supply of the Nation—not only its production but its movement to people who will need it desperately throughout the country. We must make certain that the continuity of this function is not interrupted whatever happens."

Preparation for an emergency, national or local, is like the insurance we buy for protection against fire, accident, storm. It may never be used, but the reassurance is there. Such built-in readiness is a basic element of USDA defense planning. And this advance preparation is also a natural characteristic of Extension.

Practical Uses

When autumn storms struck the Pacific Coast this year, Extension was ready and able to assist quickly. A year ago, when Hurricane Carla hit Texas, Extension again was a key source of assistance to disaster victims. Preparation ahead of time can be credited for Extension's accomplishments.

Jackson County (Texas) Agricultural Agent Lee A. Wilson said, "Few persons were interested when we first began talking civil defense back in 1960. Some insisted they would rather not live through an atomic attack. But such resistance to living melted away when Hurricane Carla hit."

"Carla furnished the need for an urgent and extensive dry run . . . for civil defense organizations. Like many other counties over the Nation, civil defense in Jackson County was an untested, paper organization. What this county learned and what it is doing now to strengthen its organization is . . . amazing." This was the report of Texas Assistant Extension Editor A. B. Kennerly.

Up-to-date civil defense plans that concern Extension and rural Americans are being made. Extenson can and must operate in an air of calm preparedness and resolute determination to be ready for any emergency.

Publications Available

Extension's primary job is to assist rural Americans to prepare their homes and farms against any possible disaster. The following civil defense publications may help county agents carry out this job. Agents have ordered more than 10 million copies already.

Fallout Protection—What to Know a Do About Nuclear Attack. Depa ment of Defense, Office of Civil I fense, H-6. Building and fam shelters, shelter supplies, emerger housekeeping.

Fallout and Your Farm Food. US PA-515.

Soils, Crops and Fallout. USDA PA-5

Your Livestock Can Survive Fall USDA PA-516.

Rural Fire Defense, You Can Surv USDA PA-517.

Radioactive Fallout on the Fa USDA Farmers' Bulletin 2107. P tection of livestock, land, and cr

Family Food Stockpile for Survi USDA Home and Garden Bulle 77. Two-week food supply, m plans, cooking equipment, wa sources and purification.

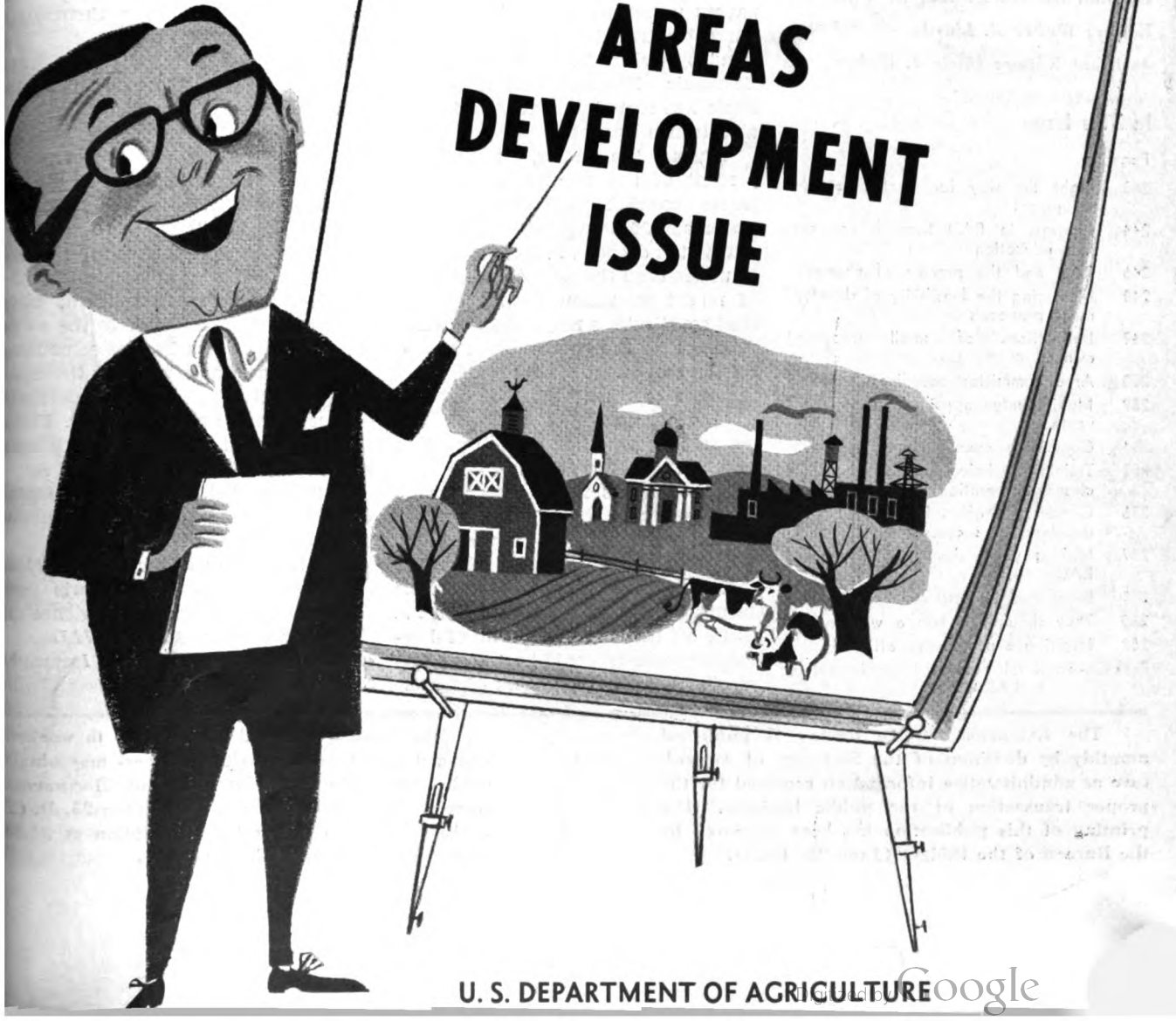
Family Fallout Shelter. Departm of Defense, Office of Civil Defer MP-15.

Family Shelter Designs. Departm of Defense, Office of Civil Defer H-7. Working plans for 8 fam shelters.

Your job, as county Extens agents, is to make this informat useful in as many ways as possi The November 1961 Extension Se ice Review (special issue on Ru Civil Defense) leaders' guides, ma als, and other materials may supp ment the above bulletins. Leaf and slide sets also are being p pared. ■

EXTENSION SERVICE Review
DECEMBER 1962

RURAL AREAS DEVELOPMENT ISSUE



U. S. DEPARTMENT 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—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 communities.

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

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In This Issue

EAR TO THE GROUND

At the National Agricultural Outlook Conference here last month a good deal of attention was paid to rural areas development. Among the papers presented was "Current and Forceable Trends in Rural Population" by Calvin L. Beale of USDA's Economic Research Service. Mr. Beale has some interesting and valuable trends to report:

"During the 1950's, at least 70 percent of the net migration from farms consisted of young people under age 20 or who reached age 20 during the decade . . . it is the failure to understand the extent and pattern of recent migration from the farm that constitutes a major defect in any proposal for the government to speed up the movement of large additional numbers of workers out of agriculture, as a presumed means of improving the condition of such workers and of remaining farmers.

"The workers referred to in such proposals are those not presently making a good income from farming. What such proposals overlook is the fact that the bulk of all low-income farmers are middle-aged or older. . . . Thus an induced movement of low-income farmers would have to be primarily focused on farmers of middle age or older. Quite aside from th difficulty of providing re-employmen opportunities for such people, the are not likely, on the average, to b interested in uprooting themselve at such a stage of life. . . .

"Today we simply no longer hav large numbers of young men farmin inadequate-sized farms. The ag composition of farm people suggest strongly that the large-scale move ment out of agriculture of entir families with able-bodied heads largely finished."

In this special issue we are featur ing articles on rural areas develop ment, ranging from Assistant Sec retary Baker's challenge to the stor of the rebirth of a Tennessee count

This issue marks not only the clos of 1962, but the close of our assistan editor's work on the Review. Dor Walter, after 4½ years on this maga zine, is transferring to USDA's Agr cultural Marketing Service in Chi ago. June wedding bells are due ring for her, too.

We hope you will join us (especia ly those who have met Doris pe sonally) in extending best wishes o her new assignment(s).—WAL

Next Month: Professional Improvement.

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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...ht the Way for rural areas development

by JOHN A. BAKER, Assistant Secretary of Agriculture for Rural Development and Conservation

For nearly 50 years, "Ask your county agent," has been an "Open esame" to wealth that has transformed and is still changing our agriculture. I speak of the wealth of new deas that have made U. S. agriculure the most productive and efficient n the world.

Another widely-used bit of advice, 'See your home demonstration gent," has keyed vast and continuing improvements in rural homes.

Today, "See your county Extension gents," can be an "Open sesame" to iches that once seemed beyond our reams—the means of rebuilding and evitalizing the economy of all rural merica.

You paved the way through your ork in rural redevelopment counties. rom your experiences there we arned that:

- Economic development is an exremely complex matter and depends 1 a unique way upon the private itiative of local people encouraged nd guided by appropriate motivation id technical guidance;
- Economic planning and developent proceed more certainly and efctively if they enlist the interest id participation of all people in the mmunity on a group, cooperative sis;
- There is a wide variety of highly mpetent services and aids to rural eas development available from encies of USDA and other Federal epartments, which can be put to work with greatly enhanced results if they are brought to bear in a coordinated way upon local problems; and
- In developmental efforts, land and people are inseparably molded together like two sides of a coin. Economic growth cannot be realized in full without attention to land use and the conservation of natural resources. Improvements in the use of land and water must be firmly based on aspirations of the people.

Now we have embarked upon a broad-scale effort to bring permanent prosperity to rural America. Our task is to help local groups muster all resources that can be used to generate new jobs and promote opportunities in rural areas for all Americans.

Your task in the Cooperative Extension Service is to acquaint people with the opportunities this effort holds for them.

The assignment is an urgent one whether you are working in counties where there are RAD committees (approximately 1800 counties as this is written) or in counties that have not yet taken this forward step.

We are deeply concerned because many people tell us that the RAD concept is not yet understood. Community leaders, public officials, farm families, people in business, and others who are sensitive to rural problems and who see the compelling need for rural areas development still do not know of the opportunities that are being opened up.

Too many people who are concerned about rural areas development and who can make a contribution to the effort in their local communities do not yet know that:

1) RAD is a self-help program sparked by local initiative to prepare unified resource development work plans to be shared by the several participating agencies;
2) Secretary Freeman has committed all of USDA's resources that have a bearing on rural areas development to help local RAD committees with education, leadership, technical assistance, and credit;
3) The assistance is available, not only to low-income areas and others designated for help under the Area Redevelopment Act, but to all rural areas where local people wish to undertake development projects and will take the initiative in organizing for action.

Many of you took part in the regional Land and People Conferences this past fall. We were gratified and encouraged by the enthusiasm that swept through the conferences and by the great surge of interest in helping to build a firm foundation for permanent prosperity in rural America.

The torch has been lighted. But the path will not be clear until there are millions of candles to help illuminate the way. We are counting on you to help light those candles. ■

Progress in RAD through Cooperative Education

by EVERETT C. WEITZELL, Director, Division of Resource Development and Public Affairs, Federal Extension Service

Economic and social progress are always relative, depending on the starting point and the quality of an areas' resources. Progress also depends on understanding what can be done and motivating local initiative to get it done. Following establishment of appropriate organizational framework, local leadership may move rapidly or slowly. What Cooperative Extension does to provide understanding and motivation may make the difference!

During the past 18 months, substantial organizational progress has been achieved in most States. According to the accompanying summary, 43 States and Puerto Rico have established State rural areas development committees. Five other States have organized and are assisting local committees in resource development activities of various types. In total, 48 States and Puerto Rico reported some organizational progress, as of mid-summer 1962.

Obstacles to Progress

Of course, organization is only a means to an end. The extent to which adequate understanding and motivation have activated local initiative has varied widely. Numerous obstacles have been tossed in the way of the educational and social action processes.

In some cases, progress has been slowed by a reluctance to change old methods and recognize the need for total resource development.

Other efforts have been submerged in propaganda relative to local versus national initiative. People have been slow to appreciate that social and economic development are not spontaneous, but will arise only as the result of aggressive leadership. This was the basic motivation for the Smith-Lever Act nearly 50 years ago, as well as the 1955 amendment which gave Extension the responsibility for leadership in total resource development.

Until recently, our attention has concentrated more or less on local committee organization and overall economic development program (OEDP) preparation in the "redevelopment areas" designated under the Area Redevelopment Act. By August 1, 1962, however, 809 county committees had been organized in nondesignated counties and more than 400 economic development programs were being prepared. Generally, technical action panels of USDA agency personnel had been activated to provide technical assistance to the local committees.

County and area committees have involved approximately 50,000 people with more than 42 percent of the meetings held in nondesignated areas. This indicates that significant progress is being made in creating an understanding and appreciation for comprehensive resource development. As a result, the number of economic development programs and projects being prepared is expanding rapidly.

The extent to which people actually benefit, in terms of social and economic progress, is the real measure of resource development. Project implementation, as a result of current RAD activities, is just beginning to be a reality in most areas.

Several State Extension Services have been able to move ahead rapidly in the designated "redevelopment areas," with the full cooperation o State development agencies and ARA personnel. Others have been retarded by lack of cooperation and understanding of Extension's authority fo organizational and educational work These impediments are graduall being removed as all hands are bein involved in jointly shared workshop and training sessions. Extension offi cials indicate that greater attentio will be given to joint training confer ences with other agency personne especially members of technical ac tion panels.

Importance of Involvement

In many instances the educationa values that should be derived fro the preparation of OEDP's have bee diminished or completely nullified b the failure to involve local peopl This happens frequently when a con sultant or county agent prepare such a document simply to meet a arbitrary requirement.

In many 5(b) "redevelopment areas, Extension personnel are en gaged in preparing "comprehensive OEDP's within a year after submis sion of the preliminary. The objec tive is to achieve a more thoroug area analysis and economic develop ment program.

In this respect, emphasis should b placed on two factors: *people* an *program*. Participation and under standing of the people in the prepa ration of an economic developmen program, in which all agencies pa ticipate in a unified manner, a essential.

Several States are providing are or district resource development spe

ialists to help local Extension staffs arry out comprehensive programing. Training local leadership, assembling esource inventories, and initiating he social action process often require pecialized assistance. In most intances, personnel with sufficient raining and experience in this type f work are not readily available. Time is required for training and quipping qualified persons for this ork.

Another aspect of the progress to ate has been the substantial amount f time required to motivate local eadership and initiative. Perhaps here has been a tendency to expect ocal initiative to arise spontaneously nd a reluctance to provide adequate notivation. Even at best, adequate ime must be allowed to *provide leadrship* rather than to *drive people* nto an activity which they don't unerstand.

Extension's challenge is to accelate the rate of progress in both esignated and nondesignated areas nd to take full advantage of the ducational leadership opportunities vailable through the RAD process. ooperative Extension is supported y Congress as the educational arm f USDA. There seems to be no better ethod of fulfilling this responsibily than to involve the people we erve in a systematic programing rocess in which all USDA and other ederal, State, and local agencies articipate.

Preparing a Program

The preparation of a unified ecoomic development program is not ie exclusive responsibility of any ie person or agency. It should be ie product of a widely representave citizens committee or equivalent ganization. Extension provides adership and administrative suport. But the other participating encies, especially the technical acon panel agencies of USDA, must are the responsibility for those rtions of the inventory, analyses, oblem identification, and programg with which their agencies are pecially concerned.

In other words, after an outline for e OEDP has been formulated, apopriate segments of the job become e responsibility of the respective rticipating agencies.

Resource inventory data is made available to the committees for their consideration and analysis. As the committee members understand their problems, and their development possibilities, they can be assisted in outlining project proposals and work plans for implementation by the appropriate organizations and agencies. The areas development program, thus, includes the work plans for their respective resource development agencies and the OEDP represents the area's development handbook.

Assuming Service Leadership

Who should assist the committees in assembling the various segments of the development program into a unified document? The participation of the several agencies can be agreed upon, but Extension should assume the leadership for servicing the entire social action process as part of its organizational and educational leadership duties.

Understanding the area's resources, problems, potentials, and the various action programs available to help, is an integral part of the educational process. In this role, Extension performs its "educational arm" function for the USDA.

This role is not entirely new for Extension, except that it may be more comprehensive and systematic. For many years Extension agents have been utilizing the group action process to channel education to rural people. They have helped to organize rural electric cooperatives, soil conservation districts, and many other local action groups. In RAD, the same techniques are expanded to a total resource development program.

However, some differences should be recognized. Many local agents may need specialized assistance in their efforts to help committees study nonfarm resources and pull together the various phases of resource development into a unified program.

In some cases this specialized assistance may be provided by district or area agents. In others, specialists from State Extension staffs and other departments of the university may be made available to supplement the talents of local staffs.

Every effort should be made to maximize the use of local talent, especially women leaders. Women's organizations are useful innovators and often are able to provide motivation.

Economic development is not a simple task. Almost any new venture will be highly competitive. Imagination and zeal are highly important, but unfounded "dreams" must be sifted out by thorough feasibility studies. Care must be exercised so as not to mislead people into expecting the impossible.

The analyses of potential development should be realistically done, with the help of qualified specialists in economics and business management. Some areas have advantages

(See Cooperative Education, page 263)

RAD and the PROCESS OF CHANGE

by J. NEIL RAUDABAUGH, Assistant Director, and
WARD F. PORTER, Extension Research Specialist, Programs,
Division of Extension Research and Training,
Federal Extension Service

MANY families in depressed rural areas are experiencing uncertain employment, substandard health and educational services, and generally low income and living standards. Confronted with the complexities of the modern world, many still are psychologically and emotionally tuned to an outmoded pattern of living. And, unfortunately, many of these families are apathetic about their situation and often suspicious of outside assistance.

Self-generated interest and desire to cooperate on things they want to do are not likely to come from people who are apathetic about change. They may feel hopelessly committed to their present social and economic standards of living. They need motivation.

RAD is essentially a process of self-development. This process is one of helping people recognize and take action to solve their own problems. RAD committees, technical panels, and Extension people working with them have been implementing their operational perception of this process.

Discovering Needs

Economic and social development of families in these areas seems to succeed best if, at the outset, committees and Extension workers become aware of some currently recognized needs and probable expectations of local people. Discovering needs that people recognize and would be willing to work on together is one of the first tasks for those who hope to launch successful development programs.

Research in seriously depressed communities shows that these people have motivations and ideas which can become the basis for local decision-making and cooperative action to improve their conditions. This requires imagination and creativity of the RAD committees, technical panels, and Extension workers.

People seem to respond if they are helped to feel important and capable. There is merit in beginning with the people's agenda and working toward the agenda of the RAD committees and technical panels. Once people have talked about their problems and made tentative suggestions for improving conditions, they need help with forming a local action organization to expedite cooperation that will lead to change. Often these people have had little experience or success with community or group action.

Stimulating Development

Rural areas development is, to a large extent, based on the thesis that people can learn to meet some of their own needs and solve some of their own problems through a process of development stimulated by professional assistance. Extension workers have been designated to carry out this process.

Extension's job is to structure and organize situations that will encourage or cause this process to take place. This is basic to and in line with the purposes and objectives of Extension and our democratic society. It requires much initiative on the part of Extension workers to stimulate the initiative of the people where resource development is needed.

Some operational assumptions basic to this process of rural areas develop ment and based on actual experienc with people in resource developmen programs are:

People have underdeveloped initia tive, abilities, and leadership poten tial.

People with latent abilities tend t develop when they work together i groups that seek to accomplish com mon goals.

People can reach agreement o needs and problems without damag ing conflict between persons and fa tions.

People are capable of growth towa self-direction as members of grou and will assume responsibility f group action.

Responsibility for the economic an social development of an area to large extent rests on the action local groups.

Democratic skills are quite readi acquired by people who actively di cuss and solve problems together.

Satisfactions gained from accon plishment with simpler projects c lead to undertaking more difficu projects and result in the expansi of resource development.

People involved in resource deve opment invariably experience alte nate periods of apathy, activity, di couragement, and enthusiasm.

Resource development requires r ciprocal learning between people a their professional leaders.

Professional leaders must ha empathy with the people.

Findings of a recent survey h substantiate the importance and r evance of the process of change relation to resource developme

ork. The State staff and Extension orkers in one area were surveyed to etermine their awareness and unerstanding of the State's resource evelopment program and their "felt" eeds for appropriate additional aining.

The results of this survey indicate at more than half felt they had ly "limited" understanding of steps be taken to insure the success of the area program; the roles of unty Extension agents, and supersors in implementing the program; d the role and function of the ate RAD committee.

Many Extension workers seemed to ticipate serious difficulty in carryg out certain steps to bring about anges that will result in resource velopment. The following "obstaes" to implementing a resource delopment program are in order of eir seriousness as viewed by these ofessional workers:

Creating public awareness and unrstanding of major problems, needs, sources, and development potenls; encouraging local leaders to sume leadership responsibilities; ck of understanding of roles and sponsibilities; gaining the full coeration of other agencies and orizations.

This self-perception of staff traing needs provided insights that ould be considered in orienting and aining Extension workers to perm effectively in the resource deopment program.

Training Wanted

n response to the question, "What jor kinds of staff training do you nk would help you as an Extension rker in supporting or giving leaderp to a total resource development gram?", the following five "felt" eds seemed to be considered most ent. These needs, in order of their estimated importance to the staff members involved in this survey, were: 1) how to initiate and bring about change in attitudes, understanding, etc.; 2) how to work with disadvantaged and other hard-to-reach segments in the population; 3) how to collect and use basic economic and social data in helping people plan and carry out resource development programs; 4) how to plan and implement an effective resource development program using local leaders and working with other interested agencies and organizations; and 5) basic principles of sociology and human behavior as related to total economic and social development programs.

Although the above would not necessarily be applicable to other States, some generalizing might be appropriate. The success or failure of many programs—Extension and otherwise—hinges on the development of basic understanding and competencies in the process of bringing about change. The following guidelines developed from relevant research may be useful to professional workers currently working with RAD and the process of change.

Suggested Guidelines

- People resist changes that appear to threaten basic securities, changes they do not understand, and changes they are forced to make.
- Failure to work through existing social organizations or miscalculation as to the functioning social units often lead to problems of social structure that inhibit change.
- Poor relations between the people involved because of misunderstanding or poor definitions of the role of the professional leaders lead to problems for these leaders.
- Failure to bring the people into the planning and carrying out of a program of change leads to problems of participation.
- Failure to understand the connection between certain customs and beliefs and proposed changes leads to problems of cultural linkage.
- Adults resist when someone says they should change, but their desire to change may be awakened or stimulated by outside influences.
- If adults decide a change is not relevant to their personal needs, they will not identify with the idea and may openly resist such change.
- To bring about changes with adults, start with what they feel are needed changes and work up to what you as a professional recognize as necessary changes.
- The people who are to accept change and those who are to exert influence for change must have a strong sense of identification and belonging to the same group.
- Changes in one part of a social system produce strain in other related parts which can be reduced only by eliminating the change or by bringing about adjustments in the related parts.
- Changes should be introduced with the fullest possible consent and participation of those whose work and morale will be affected by the changes.
- Strong motivation for change can be established by creating a shared perception by the people of the need for change, thus making the source of pressure lie with the people themselves.
- Forces operating in a situation control it. A "change agent" can be successful in initiating change only if he understands and moves with these forces—cultural, social, economic. By doing so, constructive changes can be brought about in the people who are identified with these forces. ■

Measuring the FEASIBILITY of Development PROPOSALS

by DR. GEORGE S. ABSHIER,
Extension Economist, Oklahoma

PREPARATION of overall economic development programs in the rural areas development program invariably uncovers problem areas that require feasibility studies to determine the probable economic gain or loss in the venture.

Ordinarily, local people are not well-informed on industry trends and on trends in competitive areas. Thus far, they have welcomed this assistance and guidance in organizing to accumulate information they need.

Extension marketing economists have been asked to investigate the economic feasibility of several Oklahoma proposals. Feasibility studies will be necessary in many areas in connection with economic development, and not limited to agricultural marketing firms.

Four studies, described in the following paragraphs, will point out the variations necessary in approaching different types of problems. These problems, requiring feasibility studies, were brought to the economists' attention by county agents.

The marketing economists approached the studies purely from the standpoint of economic feasibility for both cooperatives and other industry. It was assumed that to be economically feasible, a venture must be profitable.

Sample Studies

Case number one was a request to determine the feasibility of establishing a charcoal briquetting plant in Eastern Oklahoma. This study included an analysis of the entire charcoal market. Since the product must be distributed outside the area of production, any plant will be competing on the national market.

In his analysis, Lee Clymer, forest product marketing specialist, prepared a rather thorough description of the charcoal industry, pointing out the areas of briquetting plants and production. In addition, Clymer prepared a budget for the establishment and operation of various-sized plants, and budgets for the kilns necessary.

R. E. "Gus" Page, grain marketing specialist, used a slightly different approach in studying the practicability of establishing a feed mill. With the cooperation of local people, he conducted a survey to determine probable trends of feeding in the area.

Several nearby feed mills were visited to determine their problems and plans. The prospective competition knew full well that a feed mill was proposed for the area. Cooperation was excellent.

In addition, Page used a formula (developed at Kansas State under a contract with the Federal Extension Service) to determine the probable volume of business for a feed mill in the given area. He also prepared budgets to show probable net profit or loss.

Case number three involved whether or not to establish a turkey processing plant and cold storage facility in Northeastern Oklahoma. Sewell Skelton, poultry marketing specialist, outlined a procedure for local people to survey prospective turkey producers in the area.

This study involved a survey of existing processing facilities in Oklahoma, Arkansas, and part of Texas. Information on location and volu potentials was required. A survey past, present, and potential turk production within a 125-mile radi of Sallisaw, Okla., was necessary. E timates were made for minimum vo ume for efficient operation.

The fourth request resulted fr an idea to establish a beef feed lot Eastern Oklahoma. This feasibili study was conducted by R. E. Daug erty, livestock marketing specialis

In addition to a survey of local co ditions, Daugherty used the results research, conducted in Oklahoma a other States, on the costs and r turns of feed lot operations. He al prepared detailed data on livesto production trends in the area of t proposed feed lot.

Reports to the People

The report was similar in all fo cases. Each specialist gave the peo interested in the project both a verb and a mimeographed report with data, summary, trends, budgets.

In no case was a specific reco mendation given as to what to This was left to local people.

Alternatives were pointed out each case to assist local people decision-making. These includ sizes of operation and types of se ices offered.

In some cases, considerations oth than economic are important. F example, another feed mill study i dicated a negative profit margin the feed operation. But the peo wanted the feed mill for its serv and convenience. Consequently, t mill is now being constructed.

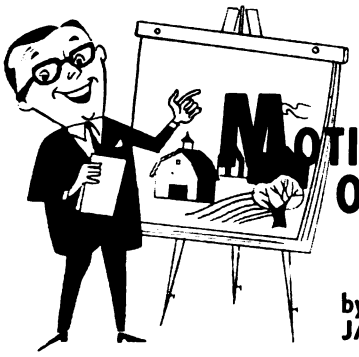
Local reception of the reports w excellent and the response indicat that people did not expect a defin recommendation. The resulting d cisions indicate that local committ place a high value on these report

In the area considering a turk processing plant and cold stora facility, it was decided to delay fi action until after this year's produ tion experience. This is partly inf enced by the large production in 1 and current instability in the turk industry. However, the group is co tinuing to plan and investigate

(See Feasibility Studies, page 263)

Editor's Note: Rural America boasts millions of small woodlands. Some are scientifically "cropped;" many more are left to shift for themselves. These woodlands are an important part of rural areas development.

But, how much do we know about the owners of these woodlands? Do "Tree Farmers" differ from other innovators? This article brings out some findings of a study of Kentucky Tree Farmers and other woodland owners.



MOTIVATIONS OF SMALL WOODLAND OWNERS

by FRANK A. SANTOPOLO, Rural Sociology Specialist, and JAMES A. NEWMAN, Forestry Specialist, Kentucky

RECENTLY, Extension personnel in 16 States initiated studies in the otivations of small woodland owns. Do they adopt ideas early? Do ey encourage others to adopt new actices? Why? How do they differ? Past studies indicate that those io influence others in the adoption new practices (innovators) also ffer slightly from their neighbors in cial characteristics. Early analyses the Kentucky data confirm this iong small woodland owners. And ese findings, although not comtely analyzed, may be of interest Extension workers, especially those rolved in rural areas development.

Selection of Sample

Because of rather standardized ocedures for the selection of "Ceed Tree Farmers" in Kentucky, we ected "Tree Farmers" with 30 acres more of woodland as the innovas in our study.

The 60 Tree Farmers interviewed re selected through probability npling procedures. They own woodd acres which represent the varii forest conditions in the State.

Each Tree Farmer was asked to ne persons he believed he had inenced to adopt forestry practices. e persons named were called "inencees."

Wherever possible, interviews were ained from 2 neighbors selected at dom from individuals who lived within a 1-mile radius of the Tree Farmer's woodland and who also owned 30 or more acres of woodland. It was assumed that the "neighbors" would represent the average woodland owner.

The Kentucky study was concluded with a total of 224 interviews: 60 Tree Farmers, 50 influencees, and 114 neighbors.

Information Sought

Assuming that Kentucky woodland owners designated as Tree Farmers are innovators in the adoption of recommended forestry practices, do they differ in age, education, income, occupation, size of woodland, years of woodland ownership?

Preliminary findings indicate that the Tree Farmers tend to resemble those whom they have named as "influencees." But they differ substantially from their woodland-owning "neighbors."

Although most woodland owners were elderly (60 years or more), more than half the "Tree Farmers" were in the middle-age bracket (40-59). This is compared to about half the "influencees" and 44 percent of the "neighbors." No Tree Farmer was under 30, but 4 out of 10 were 60 years old or more.

Looking at the age distribution in another way, the Tree Farmer and his "influencee" appear to be mostly middle aged (40-59 years) as compared to the "neighbors." Nearly half the "neighbors" were 60 or more. Woodland ownership apparently is reserved for those past 40.

If woodland ownership is associated with persons past 40, *how many Kentucky woodland owners were retired?* Approximately 40 percent of all woodland owners in the sample were retired. Slightly more than one-fourth of the "neighbors," 15 percent of the Tree Farmers, and 14 percent of the "influencees," were retired.

One-third of the Tree Farmers were full-time farmers, and 4 out of 10 were either professionals or businessmen. Their "neighbors" were mainly full-time farmers. One-fourth of the "influencees" were either professionals or businessmen, and 38 percent were full-time farmers.

How many years had these persons owned their woodland? Most woodlands had been owned for 20 years or more, time enough to realize the benefits of forestry practices. Almost half the "neighbors," about 4 out of 10 of the Tree Farmers, and exactly 4 out of 10 of the "influencees" claimed ownership of 20 years or more. About one-fourth of each group had owned their woodland less than 10 years.

How many acres do these persons own? More than half the forest tracts consisted of less than 100 acres.

(See Woodland Owners, page 263)

Area Committee Coordinates RAD

by ROBERT A. JARNAGIN, Assistant Extension Editor, Illinois

SOUTHERN Illinois has many opportunities for growth and development that have no relationship to county lines.

In recent years, recognition of common area problems has led groups of improvement-minded citizens to pool their interests to support their projects. And for many years, the Cooperative Extension Service of the University of Illinois has been working in the entire area through its Dixon Springs Experiment Station to improve agricultural production and income.

Waiting Potential

It is true that the relatively near St. Louis, Paducah, and Evansville markets offer wide outlets for more eggs, poultry, meat, and milk. But some opportunities for development in Southern Illinois lie in other aspects of life than agriculture.

The scenic hills, clear streams, artificial lakes, and heavy hardwood forests offer great undeveloped opportunities for hunters, fishermen, and tourists. An abundance of available labor also offers an incentive for industry location.

Into this setting came rural areas development in 1956 when Alexander and Pulaski Counties at the southern tip of the State became the Illinois Pilot Resource Development Extension Unit.

County RAD committees were formed as the program developed. Several Overall Economic Development Programs (OEDP) have been formulated and many individual county projects have been started in the area. But until this year there had been no coordinated effort to study area problems as a unit.

Coordinating Planning

First approach to coordinated planning for the 10-county pilot unit was taken at an ideas conference in February 1962. Dean of Agriculture Louis B. Howard, as chairman of the Illinois State Rural Areas Development Committee, called the meeting. More than 175 local and State leaders attended.

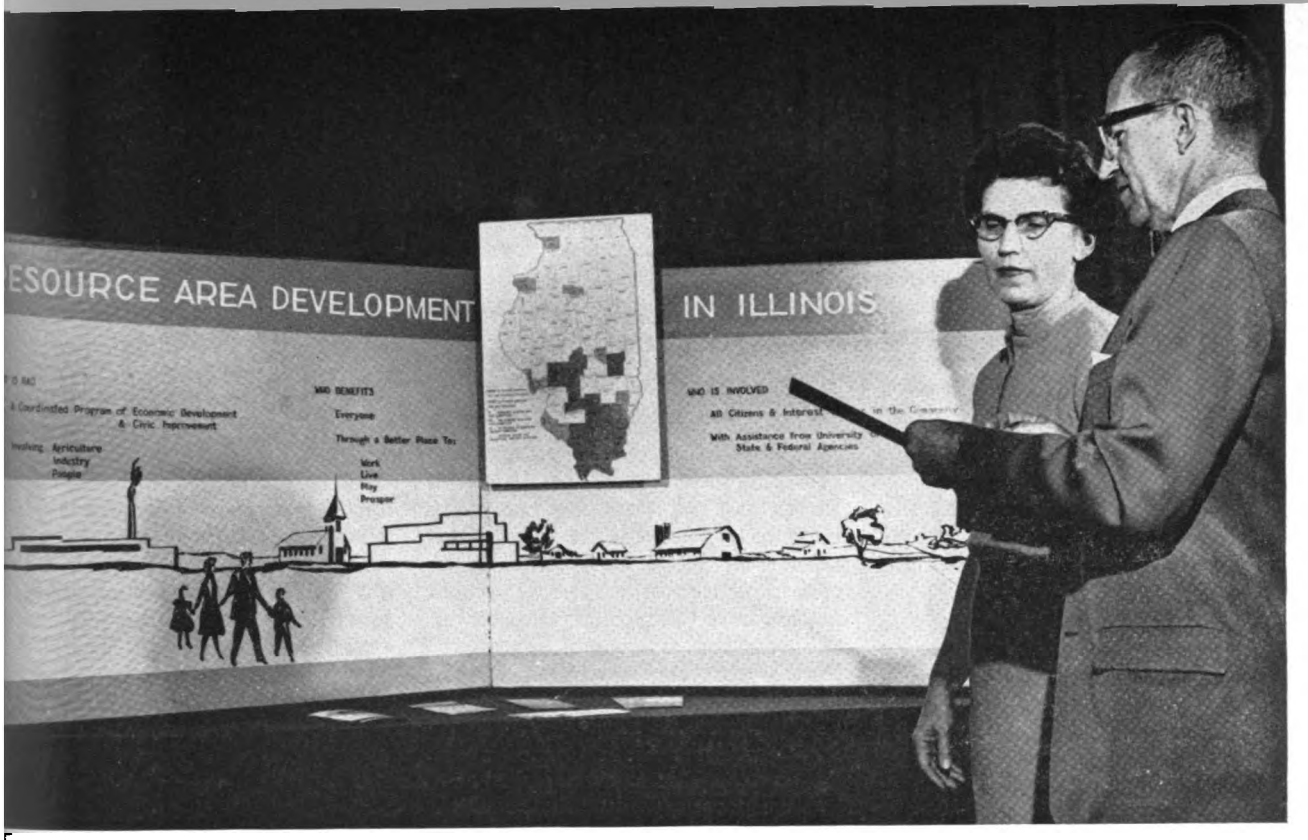
L. B. Broom, area resources development adviser for the pilot unit counties, opened the conference and assigned the leaders to discussion groups. Each group chose its own chairman and secretary and discussed resource development opportunities in the area. Each group reported its discussion in the afternoon and brought up questions from the flo

The result of this conference w a list of potential projects for a area OEDP and the formation of a Area Resource Development Com mittee composed of two represent tives from each of the 10 countie This committee was charged with th responsibility to represent both rur and urban interests, including me women, and youth. Monroe Demin Jackson County superintendent schools, was elected council chairma

Five council meetings since th ideas conference have helped bring together divergent viewpoin and to focus members' attention c area problems. Eventually, the cou cil will spearhead an action progra centered on an OEDP for the 1 county area. But the motto now to make haste slowly with a soun acceptable program as the ultima goal.

Combined Efforts Grow

For example, each special intere group in the area formerly was "g ing it alone" with its own actio program. Now, in a forum, ideas an interests can be laid on the table f inspection and evaluation on an are basis. The council has provided a



Dr. Elmer L. Sauer, executive secretary of the Illinois Rural Areas Development Committee, shows Mrs. Genevieve Farrell, Cumberland County home adviser, material on the Illinois RAD program. Mrs. Farrell will use the portable exhibit in the background to help explain the program to her county homemakers.

opportunity for these groups to get ogether and iron out mutual probems.

Another advantage of the group pproach has been in harnessing the abilities of many resource people in he area. Combining their talents in united effort can improve the standrd of living of the whole area. Sevral local leaders and heads of action rganizations have discussed their iews at council meetings. It was not lways unanimously agreed that these iews could lead to worthwhile projcts. But the opportunity for group iscussion has been invaluable.

Long-range plans of the area ouncil call for developing more recreation facilities in Southern Illinois, ringing in more industry, sponsorng more feeder pig and calf sales, evising the existing tax structure, reating an area conservancy district, nd developing the historic and scenic reas.

Specific short-range projects now being organized include putting together a lodging directory for deer hunters, locating at least one family in each county who will take a city family for an on-the-farm vacation next summer, improving campsite facilities in the Shawnee National Forest, and coordinating efforts by the recreation associations to improve area facilities along these lines.

Local Interest Stimulated

In addition, the activity of the area council has stimulated much interest within each county resource development committee. County residents now feel that they are taking an active part in improving the entire area.

Under the stimulation of the program for instance, the citizens of Pope and Hardin Counties voted a gravel tax to improve their secondary roads not getting State gas tax money. Many roads, which up until now were literally impassable in wet weather, are getting a gravel layer.

Rosiclare residents have undertaken a townwide civic improvement plan for planting trees and growing more flowers and lawns. They furnished township relief work to prepare the plots, mow lawns, and water flowers daily.

Federal, State, and Extension foresters cooperated in a timber resource analysis to point up the area's opportunities for timber and lumber production. Jackson County was successful in its program to locate a large plastic tape factory in Carbondale.

Many other local and county projects indicate that the citizens of Southern Illinois can get interested in a self-help program that surmounts individual differences and combines human talents for the general welfare. ■

Multi-County Approach Shows Advantages

by GEORGE SMITH, Assistant Director of Extension, North Carolina

Few efforts of the North Carolina Agricultural Extension Service have been as significant as those spent in helping people to marshal their resources for economic and social development on a multi-county basis.

We believe community and area development is the best method for people with common interests, problems, and potentials to support and better themselves.

Our earliest efforts at community and area development go back to the late 1940's. By 1950, North Carolina had 29 organized communities and about 3,000 participating families.

Extent of Organization

Community and area development work was stepped up in the 1950's, and more recently, local efforts have been reinforced by the rural areas development program.

Areas range in size from 2 to 18 counties. Six of them contain a city of 50,000 or more and all contain a city of 10,000 or more. We have found it important to build on a nucleus of economic activity.

We decided that the rural areas development program (RAD) assistance could best be used by combining its objectives with our on-going community and area development program. We also decided to continue calling our effort the community and area development program even though it now corresponds closely with the RAD programs of other States.

In combining these objectives, the old State Committee on Rural Development was expanded into the N. C. Council of Community and Area Development. This council is responsible for stimulating, coordinating, and providing ideas for development work throughout the State. Council membership is composed of representatives from public and private agencies, plus the 13 area development associations. Extension Director R. W. Shoffner is council chairman; North Carolina Commissioner of Agriculture L. Y. Ballentine is vice chairman.

We have found that a successful area development organization must start with the people and have clear channels of communication and responsibility. Each area development group has a president, vice president, secretary, and board of directors, composed of six representatives from each county.

In addition, there are four standing committees: agriculture, industry, travel and recreation, and community development. Committee membership is composed of one representative from each county. Each standing committee is charged with analyzing their respective area of responsibility, determining needs, and outlining action programs.

The 10 people—6 on the board of directors and 1 on each standing committee — who serve at the area level also serve as the nucleus of the county development group. Organizational structure and responsibility at the county level are similar to those at the area level. County committees decide what can be accomplished locally and what must be tackled on an area basis.

Closest to the people are the community development groups, headed by a chairman, vice chairman, secretary, and occasionally a treasurer.

A 5 to 9-member planning committee investigates possible projects. Once a project is selected, a committee is appointed to spearhead the work. Once the job is finished, the committee is dissolved. Projects usually center around income, home improvement, youth, and community activities.

As we move into small towns and villages, we envision more of a council-type planning committee, composed of a representative from each existing organization. The council would plan and coordinate, but would not be an action group.

Extension's Responsibility

Extension's responsibility in community and area development is the same as its responsibility in other programs — organization and education. Extension workers assist local leaders in getting their community, county, and area groups organized. They assist in setting goals at each level and choosing short and long term projects to reach these goals.

On the State level, Extension's primary responsibilities in community and area development rest with 5 specialists in the Department of Rural Sociology and 2 in the Department of Agricultural Economics. The former devote most of their time to organizational assistance (each is assigned to specific associations), the latter to program planning. All serve in an advisory capacity to officers and directors of development groups. They also keep county Extension workers informed of program progress and plans. County workers, in turn, help provide local development groups with leadership.

Community and area developmen

as received its major impetus from me grimmer realities of life. North arolinians have narrowed the gap recent years between their em-loyment, education, and income portunities and those enjoyed by tizens of other States.

People are beginning to realize at the total solution to problems ch as these cannot be found within e confines of a community or even county. An area approach gives ople an opportunity to take advan-ge of economies of size.

We have found that the size of a velopment area should be: (1) rge enough to solve the problem at nd, and (2) consistent with the sires of local people who will carry e program.

For example, if the goal is indus-ial employment, the prospect will interested in the quality and antity of the labor force that can induced to commute up to 50 les. He will be interested in the w materials, transportation net-ork, and utilities offered over a wide ea and usually available only in an ea with a city of some size.

Areas that contain only small wns are at a distinct disadvantage industrial development. It often oves uneconomical for towns of 00 or 3,000 to develop water sup-les, sewage disposal systems, and her utilities adequate to service able industrial plants.

If larger plants are the goal, the ea must be large enough to include sizable city. For the U. S., the per-ntage of manufacturing employ-ent located outside standard met-politan counties declined from 28 rcent in 1947 to 26 percent in 1958. wever, establishment of an indus-al plant in a city contributes to e economic growth of the entire re-n.

If agricultural development is the al, the area must be large enough provide markets for products pro-ced.

The production necessary to sup-the needs of a marketing facility a processing plant are obtained ly over an area of several counties. A third factor that has bearing on e size of an area is the desires of ople. It may often be economically sirable to delineate an area of sev-eral counties, but local people are not willing to cooperate with those on the other side of the river, in the next town, or across the ridge. We have a responsibility to point out the advantages of development on such common ground as a river basin, market area, small watershed area, or transportation system. However, if patterns of social interaction are so firmly entrenched as to override strict profit motives, these should be the determinants of area size.

Lessons Learned

Success in an area development program depends upon two things: First, the interest of local leaders in banking, utilities, communications, agriculture, retail sales, and the like. Once they understand that economic development means more bank deposits, retail sales, construction, and income, they are willing to contribute time and money toward the program. In areas where social and political leaders view area development as a threat to wage rates or a tool to bring about the downfall of an aristocracy, we have not made progress.

The second factor needed for success is the inclusion of a city, dominant in the area. In addition to the reasons just discussed, this is necessary because cities long ago adopted the idea of planning their economic growth and have taken steps to encourage continued growth.

The economic justification for area delineation in our State has usually been determined by the trade area of the dominant city. In the largest area association, the Piedmont, Charlotte exercises an influence over the economy of all counties. Local citizens easily agree that as Charlotte goes, so goes the area. Further, this is a two-way growth advantage. Several industries have located in the region because of the advantages of a nearby large city.

Another factor, and from an economist's standpoint the soundest, is area delineation on the basis of an adequate resource mix. Our area development associations are usually organized with four committees — agriculture, industry, recreation and tourism, and community development. For these diversified programs to succeed, it is necessary that quantities of labor, land, capital, transportation, water, and managerial skill be present.

The major accomplishment of community and area development has been the development of leadership on both the community and area levels.

Community and area development has provided a method for people to get together and analyze their situations, problems, and potentials; set up goals; and develop an action program to carry out practices and activities geared to long time objectives involving all the people.

Community and area development has been a means of developing more interest, participation, support, and sponsorship of business people, business organizations, farm leaders, and other groups in activities affecting all the people at both the community and area levels.

The educational steps followed in developing cooperation and coordination among groups of people often cause individuals to do a better job in analyzing their own situations and potentials, and developing plans to improve their own well-being.

Another major accomplishment of community and area development, especially in the last 2 years, has been the involvement of youth in the community program, particularly in decision-making.

Fulfilling Obligations

We have found that community and area development helps us to fulfill some of the basic ideologies and obligations of Extension. It is a means to multiply our efforts by channeling them through organized groups. It is a means to serve all the people, regardless of where they live.

Community and area development exemplifies those democratic traditions that have been part of our Extension heritage; the belief that local people, when provided leadership, are capable of finding the best solutions to their problems.

We have accomplished enough through community and area development to know that we are going in the right direction. We are confident that our rewards will be even greater in the future. ■

Combining County Strength

by DEWITT HARRELL,
Rural Areas Development Agent, and
GEORGE K. HINTON, Field Editor, Georgia

STRENGTH of individual parts, flexibility, and coordination are the elements needed to get a job done. This is true whether speaking of the individual human body or an effort like rural areas development.

Whether a single or corporate body, seldom is the same combination of these elements suitable for two different jobs. And even a nearly perfect performance may be of little or no avail unless carried out in cooperation with others.

The Georgia Rural Areas Development Committee has recognized this in forming its organizational structure. Rural development and related activities have evolved from an humble beginning 6 years ago to a total RAD program involving every Georgia county today.

Design for Efficiency

The committee recognized the need for cooperation with other bodies striving for the same common goals by designating six area development programs. For RAD to progress on many and varied fronts, the organization must be guided by not only a philosophy, but a coordinated effort of State, county, and local units.

First, committees were formed on two levels—State and county. This was planned to help carry out RAD's efforts more effectively.

The State committee is made up of 42 leaders who make recommendations, guide, and assist the overall effort. County committee members were chosen by local people, called together initially by the county agent. Membership of county committees ranges from 15 to 65.

The real strength lies in the county organization. It has been the key to the success enjoyed thus far. To the county group falls the responsibility for inventory of resources, sizing up local needs, and inspiring local people to improve their status.

Extension workers have long recognized the practicability of the county as a working unit. These people are used to working together and share a sense of unity and common interests.

County reports as of July 1, 1962, showed 280 projects in the action or definite planning stage; 445 more projects were proposed.

Despite the effectiveness of county committees, problems, common interests, and objectives often are not contained within county boundaries. This is where the need for coordination and cooperation among well-functioning, but separate bodies becomes obvious.

To date, six area development associations, or area planning and development commissions, have been formed. They involve 61 of the State's 159 counties.

Associating and cooperating with these larger efforts takes away nothing from the county committee. It is still the primary force for guiding RAD programs in the county; it works with the larger organization when problems that encompass the larger area need concerted action.

Basically these multi-county organizations belong only to the people that live within the area. Many groups assist them through the authority delegated by their own organizations.

The fact that the leadership of several different groups felt the nee for developing a certain area is in dicative of the common bond tha decided the areas to be organize Such natural common bonds shoul be carefully sought out to insure co operation of the many different in terests that must be combined t formulate an effective area progran

Area development commissions i Georgia concerned with developin rural areas began in 1959 with th establishment of the Coosa Valle Planning and Development Commis sion. It involves 13 Northwest Geo gia counties.

From this concept and the leade ship of the State RAD committee an many other organizations, institu tions, and agencies, five other are have been organized.

Commission Philosophy

The statement of purpose adopte by the commission concisely explai the philosophy behind the formatio of commissions:

"Towns and counties can no long afford to try to go it alone in worl ing out economic problems.

"Today, the virtual survival of community is in great measure tie to the continued well-being of neigh boring communities, and the growt of a county is likewise to its neigh bor's prosperity.

"It is in this promotion and ad vancement of overall area develop ment, combining all the communitie and counties, that this organizatio will strive to function.

"To this end, the general purpos of this organization will be:

To provide a means whereby th towns and counties of this are can collectively consider economi development problems and nee of mutual concern as well as othe matters of common interest.

To provide for the systemat investigation and analysis of th human, natural, and economic re sources and potentials of North east Georgia.

To evolve a program for th sound development of the area.

To cooperate in carrying ou those activities which will accom plish the objectives set forth in th program, and bring about th progress desired." ■

Training Technical action panels for Closer Cooperation

by W. N. WILLIAMSON, Assistant Director of Extension, Texas

UNANIMOUS agreement of the Texas Technical Action Panel regarding training for county panels has paid big dividends in their rural areas development work.

Observations and early experience showed that if the RAD process was to be workable, all straight-line USDA agencies — who did or would have members on the county Technical Action Panel (TAP) — needed intensive training in the RAD process and responsibilities and functions of the county panel.

There were other problems. No one person knew exactly how to do the job and no known experience could be drawn upon.

The State TAP had to resolve three questions—what subject-matter would be taught, who would teach it, and what procedures would be followed to answer the first two questions and get the training to the 254 county panels.

County Provides Guide

The State group asked for assistance from Extension and received it. Together, they decided to seek an answer to problem number 3 and went to the county level for guidelines and suggestions.

A full day was spent in Henderson County where local people, a county TAP, Extension agents, and others had been actively planning a broad program for total economic development. This county was selected because they had built up usable experience and might give direction to the training program needed.

Members of the State TAP and Extension encouraged full participation. Cooperation was excellent and the pages of notes collected attested to the amount of valuable information gained from this source.

Armed with the information from this meeting, members of the State TAP and Extension organized their presentation.

Training Services Developed

The first training meeting for district and area level agency representatives was just 2 days after the county visit. A team from the supervisory level was organized and schedules developed so this training could be passed on to county workers.

Three other area meetings were held in the State at different locations to minimize travel by all supervisory personnel. After each meeting, a supervisory training team was designated to take information to county workers.

The statewide program was completed by October 1, but those in charge are already noting need for continuing the training.

Shared Responsibilities

A representative of the Farmers Home Administration served as chairman of each meeting and gave general direction for organizing teams and establishing schedules. Each agency explained its responsibilities and policies along with its relation to other agencies in the RAD process.

In each training meeting a factual presentation, followed by an open discussion, of the responsibilities and functions of a county TAP operating as a unit was handled by an FHA representative. The rural areas development concept and its relation to established programs was discussed by a member of SCS. This presentation allowed for the inclusion of the need for and philosophy of RAD.

Switch in Traditions

A planned switch in traditional program responsibilities at this point paid big dividends. An ASCS representative explained the RAD process or the steps required for carrying out a RAD program.

Normally, an Extension person would have done this. But here was an opportunity for another agency to perform a function with which it was not entirely familiar. This switch required considerable preparation and study on the part of the agency representative so his presentation could reflect familiarity with his subject.

This format was followed throughout the first series of training meetings. If other meetings are held, the format may be varied so that others may have similar experiences. Most participants agree additional training meetings will be required as experience is gained and new developments and unforeseen situations arise.

The Texas TAP group points out that the plan worked well for them but modifications may be needed to make it successful in other States. Any statewide program in Texas not only involves many geographical differences but great distances which make single State meetings too expensive. Therefore, the four area meetings were held to train district supervisory personnel who in turn, through the designated teams, carried the training to the county and to those who can make the RAD process work. ■

by WILLIAM H. TAYLOR, Assistant to the Director
Rural Resource Development, Alabama

Cooperative Effort Leads to Resource Development Success

ALABAMA'S Rural Resource Development Program, outgrowth of an Extension Service self-study in 1959-60, has come about through the cooperative, concerted effort of many individuals, agencies, and organizations.

The study was made to (1) determine the problems and opportunities in Alabama agriculture, and (2) determine Extension's need for more effectively conducting educational programs to improve economic and social conditions in the State.

Setting High Goals

Extension launched a program in 1960, with two major objectives:

(1) To further expand Alabama's agriculture to increased productivity and efficiency. (The goal is a $1 billion farm income by 1970.)

(2) To use more wisely and completely all human and physical resources not needed in agriculture by further developing business, industry, and recreational activity. (Industries that process and market farm products are emphasized particularly.)

In 1961, additional resources were made available to Extension for implementing the Rural Resource Development Program. Twelve Area Rural Resource Development specialists were employed and located in each of the 12 economic areas. Training meetings were held with State and county Extension staffs.

County committees were organized and composed of representatives from agriculture, agribusiness, education, industry, State, and Federal agencies. County agents serve as secretaries to the committees.

Area committees are composed of county RAD chairmen, vice chairmen, and secretaries. The Extension Area Rural Resource Development Specialists serve as secretaries.

Technical panels, composed of representatives of USDA straight-line agencies, provide assistance to the county, area, and State committees.

Throughout this building process, efforts have been made to develop a philosophy that this program requires local effort and initiative. Individuals, organizations, and agencies have a contribution to make. And a cooperative, concerted effort is the key to success.

One of the first efforts of county and area committees was to survey their local resources and analyze their opportunities. Area overall economic development programs (OEDP) were prepared. In compiling these OEDP's, county committees and subcommittees gathered data that enabled county RAD committees to develop provisional OEDP's.

Concrete Results Show

Results of the Rural Resource Development Program are evident.

The Griffith Packing Company of Demopolis received the first ARA loan in the State and has begun expansion. Frank Jones, Morengo County agent, says this project will provide a market for an additional $1 million worth of livestock for the area. This means direct employment for 30 more people and indirect employment for a number of livestock producers.

B. B. Williamson, rural resource development specialist, and county agents in Area IX report that county and area committees plan an intensive livestock program for 1963-64. Slaughter cattle production and marketing offers one of their best opportunities to expand agricultural income.

Extension specialists are developing recommendations and educational material for promoting this project. County agents will establish demonstrations and conduct an intensive educational program.

FHA supervisors have pledged support for the demonstrations where needed. Other agricultural workers and members of the technical panel will contribute according to their roles and responsibilities.

Results of the Rural Resource Development Program are also evident in other areas of the State. The town of Berry, population 645, received a loan of $139,000 and a $98,000 grant to expand and construct water and sewage facilities. This gave a local garment factory opportunity to expand operations, thus providing jobs for 75 additional people.

Similar things are happening in the town of Fayette. ARA approved a loan and the U. S. Department of Health, Education and Welfare is making a grant which will provide needed sewage disposal for expanding industry.

Fayette also floated a $100,000 bond issue, which won approval from more than 90 percent of the local voters. As in Area IX, Berry and Fayette had active local participation with the RAD committee, chamber of commerce, and mayor.

Progress results when education comes into play upon the many human and physical resources of an area. By developing people's knowledge, skills, and attitudes, and wisely using the State's physical resources, Alabama can become a better place in which to live. ■

Making Youth Development Part of RAD

by ROBERT R. PINCHES, Program Leader,
4-H and Youth Development, Federal Extension Service

"WHAT do you want it to do?" This is the question the architect asks as he sits down with the building committee, whether for a home, church, or factory.

Similarly, a youth development committee in rural areas development can take a fundamental look at the potentials of a whole county or area and help answer the question, "What do you want the Extension youth program to do?"

How can we be sure that Extension 4-H and young adult programs are concentrating on the really vital problems facing young people growing up in our communities? Like the church congregation, we need the best "building committees" and the best "architects" we can get to design the future Extension program to meet the needs of young people. County *RAD youth development committees* can be the spearhead in redesign of Extension youth programs.

We have an unprecedented wave of young people reaching maturity in most communities. These young people are our most important resource. Their future is intimately intertwined with local educational opportunities, health services, family backgrounds, and community participation opportunities.

In the area of youth development, RAD gives Extension the opportunity to provide leadership, organizational skills, and education as committees of local people focus on the total development of human and economic resources. Local RAD youth development committees or subcommittees, in cooperation with overall resource development committees, need to give direct attention to the situations facing youth, young adults, and the families and communities of which they are a part.

Youth, youth leaders, young adults, and key community leaders interested in young people—all need to participate in the county and area RAD youth development committees that: (1) inventory resources, (2) analyze the situation, (3) identify problems, (4) establish priorities, (5) decide action, (6) propose programs and projects, and (7) enlist such aid as may be needed to take action on approved proposals.

This involvement process can become a major element in determining Extension's educational efforts with youth and young adults. In addition, these committees can help guide the concerted efforts of many private and public agencies and organizations.

Local RAD youth development committee members need to be carefully selected. Their first job is to rigorously analyze the local situations in which youth and young adults find themselves. They may call on outside resources and specialists for additional insights.

Successful RAD youth development committees often include 8 to 15 members. Community leaders from the following areas of interest could be considered:

- School teachers or administrators
- Members of the clergy
- PTA or school board members
- Leaders of church youth groups
- Youth council members
- Civic or service club representatives
- Farm organization leaders
- Juvenile officers
- Labor officials
- Welfare workers
- Members of the county Extension committee
- Selected older young people

A RAD youth development committee has two main responsibilities:

(1) To use every resource at its disposal to describe sharply and clearly the youth situation, trends, and problems, as they see them in the county or area; and

(2) After making a careful study, to highlight areas of concern where educational efforts and community action are needed.

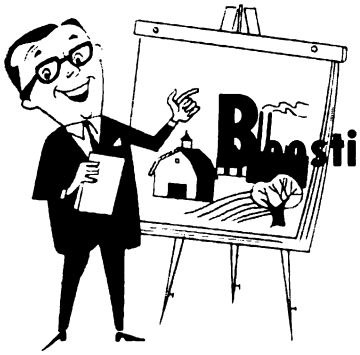
This kind of comprehensive planning will form the basis for program changes by many agencies and private organizations, including Extension. Such comprehensive planning should be part of every overall economic development program (OEDP). From the standpoint of Extension, comprehensive planning by a youth development committee, in conjunction with local RAD committees, can help redirect our educational efforts in working with youth and young adults.

As professional Extension staff members deeply concerned with the youth in our counties, we need practical and modern programs to help them move into this more complex society. What kind of program design do we need for Extension educational work with youth and young adults?

Do the young people of the area have enough opportunity to learn about the nature of modern business, industry, and agriculture? Are they equipped to enter the labor market in

(See Youth Development, page 259)

Typical of the "It Pays to Know" tours of local recreation attractions, is this group of Ontonagon County businessmen at an Ottawa National Forest campsite on Courtney Lake. Upper Peninsu Mich., residents are learning to see their locale as tourists see



Boosting the Tourist Economy

by CLARE A. GUNN, Tourist and Resort Specialist, School of Hotel, Restaurant, and Institutional Management, Michigan

"A TOP interest-getter. Strengthened local tourist association and chambers of commerce. Awakened local interest and created closer cooperation. Closer relationship between tourist businesses and other local businessess."

Such were the comments from county agents in Michigan's Upper Peninsula recently polled on the success of the "It Pays To Know" campaign initiated last winter.

"It Pays To Know" was a combined educational and promotional effort to improve the ability of local people to host tourists. The educational phase consisted of a series of classes, sales clinics, and tours. This was followed by a contest during which unidentified teams of "shoppers," posing as tourists, selected the best hosts in each community.

The effort was prompted by: (1) a slight drop in tourist business while business in many other areas increased; and (2) knowledge that the local attitude toward visitors was not what it should be.

Concern over these problems was shared by Dr. Uel Blank, then director of Cooperative Extension Service in the Upper Peninsula, and Kenneth Dorman, secretary-manager of the Upper Michigan Tourist Association. With further urging from State Director of Extension N. P. Ralston, forces were rallied to do something about the problem.

Since January 1962, local people i all 15 counties of the Upper Peninsul have been alerted to the need for im proving treatment of tourists. Th ranged from newspaper stories an editorials to formal classes in wai ress training. Local committees wer organized by Extension agents i nearly all counties, and the Upp Michigan Tourist Association spon sored a contest to spark the cam paign.

As this article was written, prize and certificates of merit were bein awarded in all Upper Peninsula coun ties to the "best host" for 1962. Thi award is based upon a unique "Shop pers' Survey" of over 600 contact with local service station attendant clerks, and waitresses.

Over 100 newspaper stories and edi torials in county or city papers, 5 radio programs, and 17 TV program alerted interest in local tourist busi ness problems. It is estimated tha

r 3,000 people participated in er special training sessions on ing or local tours to learn of im- ant attractions local people have looked.

n Gogebic County, more than 0 resort people and job-seeking h school students attended tourist pitality clinics.

tour of north end tourist attrac- s so intrigued 24 Ontonagon nty employers, they asked their nty agent to schedule a second r so they could take a new look at er wilderness scenes which they e will prolong tourist visits. At- ctions tours were also staged in er, Baraga, Mackinac, Dickinson, Schoolcraft Counties.

n Schoolcraft, both operators and loyees used the time between r stops to discuss best methods of ing family groups touring the insula. Baby sitters were trained, rtified, and listed at area chamber f commerce and motel offices.

Luce County's new road identifica- on program is focused on scenic at- actions. And more than 100 resort eople reviewed a new map to be sure ey could properly direct visitors to hoice spots.

In Houghton County, the campaign as tied in with an annual hospitality hool which has already helped hun- reds of teenagers secure better jobs the tourist industry. Escanaba sinessmen closed their shops one orning so they and 200 employees uld attend a sales clinic. A similar inic in Chippewa County was pre- ded by a survey to find the 10 most equent requests and questions from urists.

Success from Cooperation

These are just a few examples of e action phase of the "It Pays To now" campaign. But this took a eat amount of effort on the part many. It was a dramatic illustra- n of the "cooperative" in Coopera- e Extension.

The campaign all began with a koff meeting of representatives of e Upper Peninsula press, radio, TV, d chambers of commerce suggested James Gooch, MSU Information ecialist. It was here that many as- cts of the campaign were discussed and the title "It Pays To Know" adopted.

My role, as campus-based specialist, was that of organizing, scheduling, and providing information. Two other specialists also having tourist and resort responsibilities, Gladys Knight and Robert McIntosh, actively participated in the program. The District Director's office in Marquette put full administrative support as well as program guidance behind the project.

Many conventional subject-matter specialists, in such fields as soils, forestry, and consumer information, discovered that their resources and talents could be applied in this effort to aid the tourist industry.

Each county office assumed full responsibility for local planning and organization. In each county some local group, such as a service club, chamber of commerce, or tourist association, set up a committee to sponsor, manage, carry out, and publicize the event.

Working along with all these cooperating groups, were members of the Upper Michigan Tourist Association.

Long-Range Interest

The long-range results of the campaign may be even more significant. Obviously, it will provide a better image to the traveling public. Local people are now more concerned about their own welfare. Probably most significant of all is the fact that a wider range of community interest in the recreation industry has been created.

Iron County, for example, is carrying on a research project to determine local untapped opportunities for further tourist development. The tourist and recreation committee of UPCAP (Upper Peninsula Committee on Area Problems), is sponsoring a major research study of the Upper Peninsula tourist potential.

A special series of cook and baker vocational training classes are now being planned for two or three locations in the Upper Peninsula. Both local and State RAD committees are sponsoring these and other programs which promise to move this area rapidly forward in its fight against a declining economy. ■

YOUTH DEVELOPMENT

(From page 257)

expanding industrial and service areas on a fully competitive basis with young people from other areas? Do they lack vocational training opportunities? Are young people dropping out of school before completing high school? Is the rate of juvenile delinquency high? Do youth have opportunities for wholesome recreation and are they receiving training in the wise use of leisure time? Are physical and mental health services adequate? Are there positive educational programs in citizenship and public affairs? Is there adequately trained and sufficient leadership, both voluntary and professional, to assist youth groups and youth programs?

Some Facts to Face

Unemployment is highest for young workers and those with least schooling.

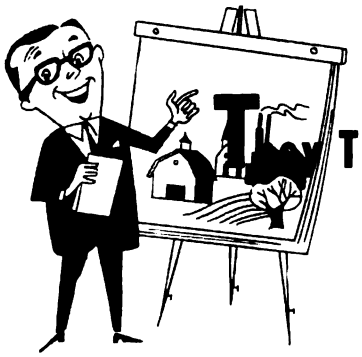
Ten million rural youth are expected to enter the labor force during the 1960's.

U. S. will have nearly a 50 percent rise in number of youth reaching 18 in 1965—1960, 2.6 million; 1965, 3.8 million.

Thirty-six percent of U. S. youth drop out of school before high school graduation.

If the answer to any of these or similar questions is "No," then your youth development committee has a job of fact-finding, proposing and evaluating alternatives, and then working with the community toward the solution of priority problems.

The vigorous leadership of county Extension staff members and top-level youth development committees is needed. RAD planning efforts can be a spearhead in Extension youth program redesign. But the tough question stated in the beginning still remains, "What do you want the Extension youth education program to do?" ■



They Thought It Was a Wasteland

by ABNER B. LEMERT, Assistant Editor, Tennessee

Editor's Note: Mr. Lemert repo that this article was prepared in c operation with Marvis D. Cunnin ham, Assistant Resource Developme Specialist, and J. D. Lewis, Houst County Extension Agent, Tenness

A FEW years ago, Houston County was considered a depressed county, a holdover from frontier days. It was often described as "the isolated part of north central Tennessee which progress bypassed." In 1955 the yearly per capita income was $600, farms grossed less than $1,000 annually, and a high percentage of the labor force was unemployed.

The homes were rustic, clapboard cabins handed down from generation to generation. Outhouses were common, not an exception. In fact, only 52 farm homes had plumbing for an indoor bath; only 10 had central heat.

County Metamorphosis

Today, just 7 years later, the people of this county are engulfed in modern-day activities. The early morning sun, casting its golden glow over the high, forested hilltops of this county, finds the hardy, muscled farmer hurrying about his chores much the same as in years past. But his aromatic breakfast of bacon and eggs is being prepared in a completely remodeled all-electric kitchen.

Soon neatly dressed children are at the roadside awaiting the school bus, and Mom and Dad are off to work in town.

What has happened?

In 1955 word spread about a rural development program. The idea of a countywide renovation project seemed complex to many citizens.

Some families openly said, "What was good enough for my parents is good enough for me." But civic leaders immediately became sold on the development idea sparked by the County Extension Service.

In 1956 the State Rural Development Committee invited county leaders to participate as a pilot county in the rural development program. At a mass meeting of 150 people, the citizens wholeheartedly accepted the challenge of self-help through organized leadership.

At this meeting, it was decided that a 12-man steering committee should be organized. Carlisle Mitchum, a local druggist, was named chairman, and J. D. Lewis, county Extension agent, became secretary.

Thus activated, the program came alive. The steering group vividly realized the importance of the program reaching every home in the county. This could only come about by countywide participation in the project. Twelve subcommittees, with a total membership of 121, were appointed.

The fishing's fine in Houston County's two large lakes that provide recreation, barge transportation, and electrical generation.

These committees were charg with carrying out a bootstrap oper tion in each of the fields they repr sented: agriculture, education, fore ry, gardening, health and welfa home and family living, indust publicity, recreation, religion, a roads and utilities.

Accomplishments Marked

Among the accomplishments these dedicated groups are:

- New courthouse
- New post office
- Two new schools
- Five new industries
- New health clinic
- Two new churches
- New fairgrounds
- Ferry across Kentucky Lake
- Semiannual feeder pig sales
- Vacation resort
- Two new motels
- Landing strip for airplanes
- Three new semi-public swi ming pools
- Lighted ball park
- 60-acre industrial site
- Dental care program
- Intensified soil fertility progr
- Special pasture program
- Active forestry program
- Lawn beautification
- Countywide home nursing wo shop
- Bookmobile
- Three new civic and 10 commu ity clubs
- Expanded water and tentati sewage system
- Picnic and boating facilities

This list could go on and on. Th things do not "just happen." E development has an interesting st behind it that residents of the cou

oudly tell. But in each case, the ogress can usually be traced to the -point program activated under AD.

Success from Determination

How did some of these improve-nts come about?

Although a large part of Tennessee heavily industrialized, until recent-Houston County had failed to draw ything that would give the home ks steady employment. A few saw-lls for the most part provided only radic work. And when the $1 per ur minimum wage law went into ect, some of these went out of busi-ss.

A determined industrial committee nt to work. The members solicited sinesses and families in the county e and again. A large bulletin rd with the names of contributors eared on the courthouse lawn.

"I guess not a person in the county s missed in this all-out drive," d Webb Mitchum, a committee mber. "We even got some outside p from neighboring counties. In case could we assure these people t they would get their money k."

n less than a year, the committee d enough cash to erect a shell for industrial building with 30,000 square feet of floor space. Now, in this building, modernized and expanded by the two firms that occupy it, some 200 men work. Many of these employees come from some of the most remote areas of the county. They are now skilled machinists making airplane and missile parts and precision gauges.

The landing of Bryce and Southern Gage Companies was the spark that the community needed. The past 2 years have seen a $200,000 industrial building go up in a 60-acre industrial park near the city limits. The building was erected by willing taxpayers; the land was purchased with "friendship bonds" or donations.

The textile firm that now occupies this building could employ 300 or more women when in full operation. A grant and loan from ARA now has been approved to extend water to the building.

In addition to these out-of-state firms, some local manufacturers are incorporating. The Taylor brothers now are turning out steel scaffolds by the hundreds, and the Cook Valve Co., has extended operations. These two companies will employ about 100.

But total resource development in Houston County has a much wider scope than industrialization. For instance, in 1955 as high as 56 percent of the children were being raised on inadequate diets; 92 percent had bad teeth.

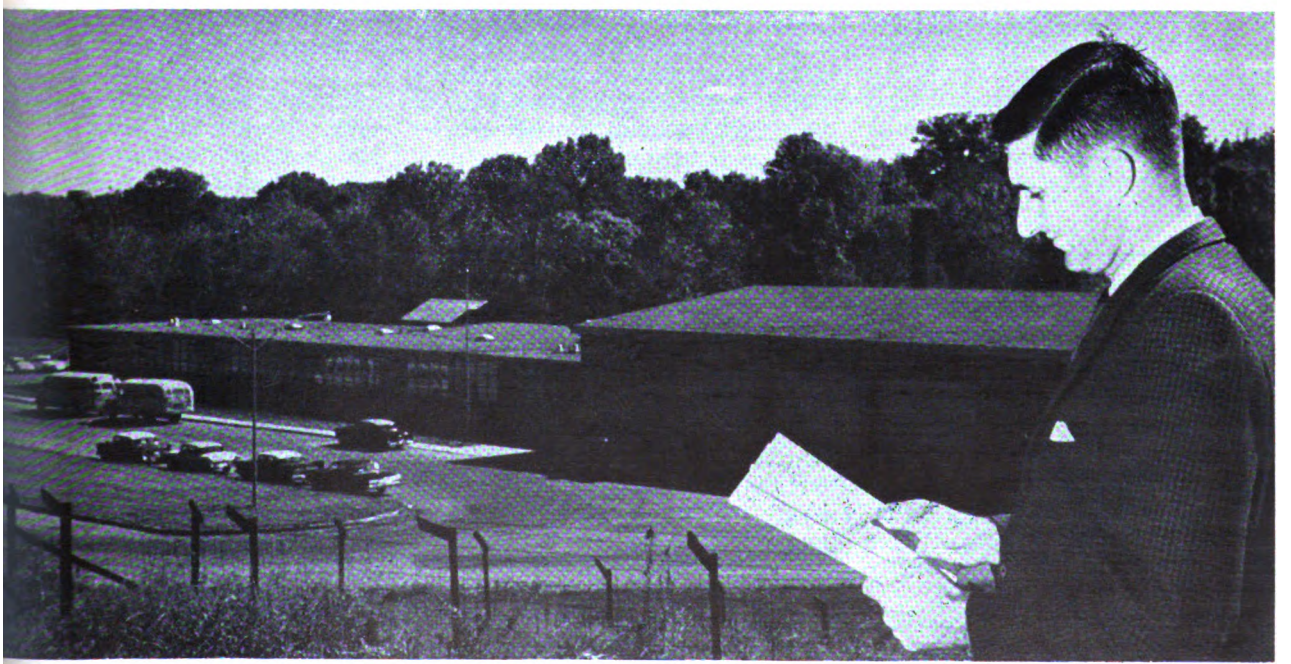
Mary Linton, county health nurse, was employed in the county in 1956. The county now is working toward an approved water supply, fluoride tablets are supplied in the schools, and the county has the highest percentage of residents under age 21 immunized against polio.

The overwhelming progress of this county reaches into nearly every area of life.

County leaders are driving hard to get a Between-the-Lakes State park established that would span the area's beautiful, rugged terrain between Kentucky Lake on the west and Barkley Lake on the northeast. The limestone cliffs, timbered bluffs, and narrow valleys gushing springs and creeks, would be ideal for vacationers, residents believe. Hopes are high for an interstate highway system that would open up this county. Presently it has only 45 miles of State highways and no Federal highways.

As has been illustrated many times in this revived county in the past few years, a hope and a wish have gone a long way.

Thus the picture has changed in Houston County, the county many thought was wasteland. ■



School Superintendent Billy G. Alsobrooks checks plans against one of Houston County's two new schools.

Inspiring a Progressive Attitude

by DR. HARRY CLARK, Special Extension Agent, Lincoln County, Oregon

LINCOLN County, Ore., covering 60 miles of Oregon's Pacific Coastline, has a population of 24,635. These people depend on lumbering, tourism, commercial fishing, and agriculture, in that order, for their livelihood.

High unemployment and experience as a RAD pilot county made Lincoln County eligible for Area Redevelopment Act assistance and a special Extension agent for rural areas development.

This special agent (the author) was assigned to continue and expand RAD work and inspire the various segments of the county's economy to recognize, respect, and help each other.

Overcoming suspicion and encouraging a positive attitude among people were the big tasks. Key leaders were told about the development programs. Then, detailed information on the RAD and ARA programs was presented at two public meetings. These were to determine whether there was enough interest to formally organize and take advantage of the programs. The opinion was favorable at both meetings.

Dual Program Committee

The Lincoln County Court of Commissioners, administrative body of the county government, was asked to appoint a committee to fulfill the needs of both programs. This committee was to be representative of geographic areas as well as major segments of the county's economy.

The 15-man Lincoln Area Redevelopment Committee was named after consultation with Extension agents and others.

Explaining programs and changing attitudes of people is difficult and slow. Fortunately, the editor of the county's largest weekly newspaper serves on the committee. He understands its purpose and has been able to interpret this for the public through his paper's columns. Another newsman who serves two radio stations has offered enthusiastic support.

Through these men and the other newspapers and radio station, the man-on-the-street better understands what is going on and what can be expected from the programs. Only about 150 people are active on RAD committees. But the majority of the county's citizens are participating by talking about the program, expressing ideas, and reflecting a progressive attitude.

This feeling was noted by radio newsman Ron Phillips who said, "The attitude of community leaders and the community itself has turned upward, realizing the benefits that will accrue shortly. The pessimistic psychology of recent years has almost ended as quickening hopes for the future are making themselves felt."

Tangible Goals Viewed

Preparation of the provisional Overall Economic Development Program and its acceptance on both the State and national levels was the foundation for future developments. Actual listing of key economic problems and opportunities gave community leaders definite objectives.

Harbor and dock improvements, an improved highway to the interior, and the need for greater information about the county's forest resources and their utilization were among items pinpointed in the OEDP.

The OEDP showed both State and Federal agencies that the people of Lincoln County were united in what they wanted for their area.

The Forest Service is making complete inventory of governme owned timber, with an eye tow increasing the annual allowable ti ber harvest. This would mean m jobs. FS has already completed study of opportunities for forest dustries in the county. The Oreg State Parks Department is speedi plans for a new park along the P cific Ocean, a tourist attraction.

A bonus benefit of the OEDP h been the encouragement to priv sources of development capi through potential investment opp tunities revealed. As a result, a n 60-bed nursing home, a multi-milli dollar residence and recreation co plex, a new sports boat marina, a several new motels are in vari stages of construction.

Interweaving Interests

Some time was lost in the beg ning by failing to utilize exist groups on special interest subco mittees. In many cases, these grou could have been asked to assist their interests and activities h been known.

Recognition and development leadership qualities and abilities vital to a successful program. Unl potential leaders have an opportun to accept responsibility their capab ties may go unnoticed. The orga zation of numerous subcommittees study only segments of a larger pr lem, increases the opportunities identifying leaders.

The development of an optimis and progressive attitude toward opportunities for total resource d velopment is important, but requi time and patience. The idea th economic development is continge upon events in adjoining areas is n readily acceptable to all people.

It also is difficult to create a fe ing of mutual respect and acceptan among the segments of the econon

The combination RAD-ARA pr gram provides individuals and co munities with financial and techni assistance beyond their expectatio New sources of assistance are co tinually being recognized by the pe ple as they begin to develop proje for the utilization of available r sources and solution of econom problems. ■

'OODLAND OWNERS

'rom page 249)

'acts owned by "neighbors" were finitely in this class, and the "in-ıencees" were not much different. ightly more than one-third of the ee Farmers had less than 100 acres woodland.

On the other hand, about 4 out of of the Tree Farmers owned 100-499 acres, and about 2 out of 10 owned more than 500 acres. Only 12 percent of the "influencees" owned more than 500 acres, and only one "neighbor" claimed that many acres.

How did the three groups compare financially? Since 4 out of 10 Tree Farmers were either businessmen or professionals, it is no surprise that more than half were earning more than $6,000 annually. Almost one-fourth earned more than $10,000. Only 12 percent of the "influencees" and 6 percent of the "neighbors" had an income of more than $10,000. Actually, two-thirds of the "neighbors" earned less than $4,000 annually, as did almost half the "influencees."

Education is usually associated with adoption of new practices and these data bear out that association. Approximately one-fourth of the Tree Farmers had a college degree, and 21 percent had graduate training. Only 5 percent of the "neighbors" and 14 percent of the "influencees" had completed college.

Not all Tree Farmers were college men, however. About one-third of them never had gone beyond 8 grades. But, two-thirds of the "neighbors" and more than half the "influencees" had never gone beyond 8 grades.

Innovators' Characteristics

Apparently, from the Kentucky data, forest innovators are much like other innovators when compared with their neighbors and others. They are better educated, have higher-status jobs, make more money, have more land. We believe that further analysis will demonstrate an association between these social characteristics and the patterns of forestry practice adoption as well as the reasons for adoption.

Individual consultations with large tract owners by professional foresters would seem more effective in the dissemination of forestry practices than group meetings for woodland owners in general. Our data also suggests that the forest innovator receives his major influence from professional sources. In turn, he influences other woodland owners who appear to resemble the innovator in social characteristics more than the average woodland-owning neighbor does. ■

EASIBILITY STUDIES

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ssibilities. The cold storage study arly indicated no economic need; ere are adequate facilities nearby. The feed mill study indicated that th current feeding levels, the facil- would show a slight net loss on ch year's operation. However, the al group felt that feeding in the ea would increase and that local lume will be larger than indicated the study. They have purchased nd, hired a manager, and plan to gin construction shortly.

Problems pointed out by the study volving the feed lot for fattening ttle caused the people involved to lay action.

The feasibility study on charcoal iquetting was submitted as support- g data to the Area Redevelopment dministration with a formal request r financial assistance for construc- n.

Extension personnel can make a ry definite contribution in this type study. Extension economists can int out trends in the industry, in- cate problems and trends in the arketing system, gather facts over vide area, and use the results of re- arch in the local State as well as ners. These will help point up the st logical solution to the problem. These feasibility studies can be of eat value in helping the local or- nization inform all people and this basic to action programs. Since mpletion of the initial studies, sev- al others have been requested on oblems of expansion, moderniza- n, or addition of services.

Extension personnel working closely th local RAD committees in this anner can contribute valuably to al economic development. ■

COOPERATIVE EDUCATION

(From page 245)

attractive to industry; others may have resources suitable only to recreation.

The preparation of an economic development program or OEDP should not be approached as a "one-time" chore. The program should be a dynamic document, subject to change and amendment.

Its consideration and reconsideration by the people is the educational process. Needs change and programs change! As they do, it is Extension's challenge and opportunity to carry out the responsibility given us by the Smith-Lever Act for assisting and counseling local people *"in appraising resources for capability of improvement in agriculture or introduction of industry designed to supplement farm income."* ■

PROGRESS IN RAD AND ARA

August 1, 1962	In ARA Areas	In Non-designated Areas
Number of County Committees	885	809
Number of Area Committees	118	41
Number of OEDP's Submitted	482	72
Number of OEDP's in Process	284	347
Projects Being Planned	1,475	2,392
Projects Being Implemented	753	922
Projects Completed	281	121
County Meetings Held	5,721	4,376
Area Meetings Held	408	155

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Rural Housing Loans Important to RAD

Mr. and Mrs. C. M. Montgomery of Attalla, Ala., (above with County Farmers Home Administration Supervisor Jeff Morgan) are building a new home identical to the one below. The Montgomery's were granted the first rural housing loan to an elderly couple. The new home is a 4-room, 1-story structure, equipped with modern water and electrical systems. Their old home, about 100 years old, is part of a former county post office.

The first rural housing loan to an elderly couple un the Senior Citizens Housing Act of 1962 was awarded an Alabama couple this October.

Under this Act, persons 62 years of age and over c obtain loans from the Farmers Home Administration buy, build, or improve their homes; finance the cost building sites; and use cosigners to assume loan p ments. Loans are made to applicants who cannot obt the needed credit from other sources.

Secretary Freeman said, "As this age group grows size (senior citizens constitute the fastest growing s ment of the U. S. population) the problem of findi adequate housing becomes more acute. . . . As a gro the older people in rural areas are in the low-inco brackets. . . .

"An estimated 29 percent of the homes in rural ar either need major repairs or are so dilapidated t they should be replaced.

"The rural housing loan program is specifically signed to help correct this deficiency. . . .

"Loans to provide housing make an important cont bution to rural areas development. The construction p vides job opportunities. . . . Businessmen benefit. t from the increased volume of sales."