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THE SPIRIT AND PHILOSOPHY OF EXTENSION WORK



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THE SPIRIT AND PHILOSOPHY OF EXTENSION WORK

AS RECORDED IN SIGNIFICANT EXTENSION PAPERS

COMPILED AND EDITED BY

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UNDER THE DIRECTION OF THE PUBLICATIONS POLICY COMMITTEE
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APPRECIATION

THE SPIRIT AND PHILOSOPHY OF EXTENSION WORK is a book that will become a landmark in extension history. It records in their own words the vision of many of the pioneers in extension work and brings together for the first time important declarations of policy and philosophy that have guided the federal and state extension services through the years.

It places the Epsilon Sigma Phi National Honorary Extension Fraternity deeply in debt to R. K. Bliss, who spared neither time nor thought nor effort in assembling the material and classifying it, and also to the committee—T. B. Symons, M. L. Wilson, Gladys Gallup, Madge J. Reese, and Luke M. Schruben—who met time and again to decide the many questions of policy and procedure and who finally arranged for the publication of the book. Their principal reward must remain in the satisfaction of a worth-while task well done. We appreciate the cooperation of the Graduate School of the United States Department of Agriculture and the final editing and painstaking preparation of the copy for publication by William H. Cheesman.

Epsilon Sigma Phi and its members throughout the country truly are gratified that this volume has been completed, for it records, in permanent form, contributions that will become increasingly valuable to extension workers and to others interested in this vital educational program.

GEORGE E. LORD,
*Grand Director,
Epsilon Sigma Phi.*

FOREWORD

THE COOPERATIVE EXTENSION SERVICE, from its small beginnings in 1914, has grown to be a major functional service to American agriculture and rural life. As science has found more and more of the keys to unlock the processes of nature, man has been given greater control over the productivity of the soil and over the kinds of plants and animals produced on it. Science has made possible great strides in the application of power, in the control of plant and animal diseases and insect pests, and in the improvement of methods of production and marketing and of financing and managing modern-day farm businesses. Similarly it has pointed the way to the modernization of the farm home, the betterment of family health, the improvement of living conditions, the building of a more wholesome family life.

On a broader front science has made available increased knowledge of (1) the working of our economic system, (2) the processes of our democratic form of government, and (3) international problems and situations of vital importance not only to agriculture in this country but also to the very maintenance of our way of life. But such findings have little real value unless understood and applied. Getting this understanding and application has been a major responsibility of the Cooperative Extension Service. The record of its stewardship in this regard is best measured by the resulting progress made in agriculture and rural living. That record is sufficiently obvious to need no elaboration here.

Extension's efforts, however, have not been restricted to the application of the findings of scientific research developed in physical laboratories and economic studies. Important as these findings are, of far greater importance has been the stimulus to the mental development and growth of the rural people themselves. This has been of major concern to the Cooperative Extension Service and has been kept in the forefront of all its efforts and programs, from those for the beginning 4-H Club boys and girls to those for men and women. This will and should continue to be extension's major objective.

There are three major groups for whom this compilation will have great significance: (1) The professional extension workers, now numbering about 12,000. (2) The large number of local leaders among rural men, women, and older youth who serve in their communities and

make possible our democratic extension system, along with numerous other citizens interested in adult education and in public affairs in agriculture in America. (3) Leaders in other countries, who are coming to the understanding that, in order to achieve significant increases in production and a rising level of living for their people, they too must develop extension services that will embody the basic principles developed with us over the years. It is to meet the needs of these three groups that this book has been compiled.

The basic philosophy of extension work in the United States is not the product of any single individual or institution. It is the product of the thinking of the leaders in the Cooperative Extension Service and related fields over the more than a third of a century of its history.

This compilation of the outstanding contributions of many of these leaders should be a valuable book for every professional extension worker. It should be extremely helpful for in-service training activities and in-college courses to prepare young men and women to enter the extension field as a life vocation. It will be a valuable part of the permanent collection of every federal and state extension service library.

M. L. WILSON,
Director of Extension Work,
U. S. Department of Agriculture.

CONTENTS

Chapter	Page
Appreciation—GEORGE E. LORD	iii
Foreword—M. L. WILSON	v
1. THE NEW EDUCATION	1
Introduction to Significant Extension Papers in Agriculture and Home Economics—R. K. BLISS	1
Spirit of the Land Grant College—EUGENE DAVENPORT	8
Abraham Lincoln and the Historical Background of the Depart- ment of Agriculture—M. L. WILSON	17
Development of the Extension Ideal in the Association of Land Grant Colleges and Universities—W. A. LLOYD	24
2. PIONEERS IN EXTENSION WORK	31
University Extension Methods for the Promotion of Agricultural Knowledge—ISAAC PHILLIPS ROBERTS	31
Education for Farmers—JAMES WILSON	32
The "Open Door" for the Land Grant College—J. H. HAMILTON	34
Seaman A. Knapp, His Philosophy, Objectives, and Methods	36
Perry G. Holden, a Great Teacher—R. K. BLISS	45
Extension Work with Women—Its Place and Importance—NEALE S. KNOWLES	53
Boys and Girls' Club Work in the Southern States—O. H. BENSON	56
The Place Demonstrations Should Have in Extension Work— BRADFORD KNAPP	61
Home Demonstration Work—Its Beginning—JANE S. MCKIMMON	66
Development of the Farm Home—Its Place in Agricultural Ad- justment—ISABEL BEVIER	70
3. DEVELOPING A NATIONAL EXTENSION PROGRAM—THE SMITH-LEVER ACT	73
The Social Phase of Agricultural Education—KENYON L. BUTTER- FIELD	73
Land Grant College Committee on Extension Work Appointed, 1905	81
President Roosevelt's Statement Appointing Country Life Commis- sion, 1908—THEODORE ROOSEVELT	87
Excerpts from Report of Country Life Commission, 1909	89
Congressional Hearings on the Smith-Lever Bill, 1913	93
Work and Relationship Emphasized in the Smith-Lever Extension Act and in the Discussions Relating Thereto—C. B. SMITH	100
4. ORGANIZATION AND ADMINISTRATION	105
Memorandum of Understanding Concerning the Administration of the Smith-Lever Act—Excerpts	105
Presidential Address, Land Grant College Meeting, 1914—A. C. TRUE	106
Administration of the Smith-Lever Act—A. M. SOULE	112

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CONTENTS

Chapter	Page
Appreciation—GEORGE E. LORD	lii
Foreword—M. L. WILSON	v
1. THE NEW EDUCATION	1
Introduction to Significant Extension Papers in Agriculture and Home Economics—R. K. BLISS	1
Spirit of the Land Grant College—EUGENE DAVENPORT	8
Abraham Lincoln and the Historical Background of the Depart- ment of Agriculture—M. L. WILSON	17
Development of the Extension Ideal in the Association of Land Grant Colleges and Universities—W. A. LLOYD	24
2. PIONEERS IN EXTENSION WORK	31
University Extension Methods for the Promotion of Agricultural Knowledge—ISAAC PHILLIPS ROBERTS	31
Education for Farmers—JAMES WILSON	32
The "Open Door" for the Land Grant College—J. H. HAMILTON	34
Seaman A. Knapp, His Philosophy, Objectives, and Methods	36
Perry G. Holden, a Great Teacher—R. K. BLISS	45
Extension Work with Women—Its Place and Importance—NEALE S. KNOWLES	53
Boys and Girls' Club Work in the Southern States—O. H. BENSON	56
The Place Demonstrations Should Have in Extension Work— BRADFORD KNAPP	61
Home Demonstration Work—Its Beginning—JANE S. MCKIMMON	66
Development of the Farm Home—Its Place in Agricultural Ad- justment—ISABEL BEVIER	70
3. DEVELOPING A NATIONAL EXTENSION PROGRAM—THE SMITH-LEVER ACT	73
The Social Phase of Agricultural Education—KENYON L. BUTTER- FIELD	73
Land Grant College Committee on Extension Work Appointed, 1905	81
President Roosevelt's Statement Appointing Country Life Commis- sion, 1908—THEODORE ROOSEVELT	87
Excerpts from Report of Country Life Commission, 1909	89
Congressional Hearings on the Smith-Lever Bill, 1913	93
Work and Relationship Emphasized in the Smith-Lever Extension Act and in the Discussions Relating Thereto—C. B. SMITH	100
4. ORGANIZATION AND ADMINISTRATION	105
Memorandum of Understanding Concerning the Administration of the Smith-Lever Act—Excerpts	105
Presidential Address, Land Grant College Meeting, 1914—A. C. TRUE	106
Administration of the Smith-Lever Act—A. M. SOULE	112

Chapter	Page
4. ORGANIZATION AND ADMINISTRATION—Continued	
What Organization Should Precede Food Emergency Agents in a County—M. C. BURRITT	115
Confidential Letter for Boys and Girls Only—E. T. MEREDITH	119
Growth of an Idea—W. A. LLOYD	120
Statement Concerning the Relation of Federal Cooperative Extension Employees to Agricultural Organizations—HENRY A. WALLACE	124
The Extension Machine and the Highway of Services—H. H. WILLIAMSON	126
The Foundation of Extension Work—O. B. MARTIN	129
The Need for Increased Financial Support of Extension—Committee Reports, 1933 and 1934—COMMITTEE ON EXTENSION ORGANIZATION AND POLICY	134
Elements of Successful Leadership—WILLIAM PETERSON	137
Coordinating Federal Agencies in the State with Activities Affecting Agriculture—F. A. ANDERSON	140
War-time Responsibilities of Extension—CLAUDE R. WICKARD	142
The Need for Funds for Increased County Personnel in Extension Work—Committee Report, 1944—COMMITTEE ON EXTENSION ORGANIZATION AND POLICY	150
Expanding and Improving Local Leadership—CONNIE J. BONSLAGEL	151
5. THE HUMAN SIDE—BETTER LIVING	155
Objectives of Home Demonstration Work and Major Program Emphases—Committee Report, 1906—NATIONAL COMMITTEE OF STATE AND FEDERAL HOME DEMONSTRATION LEADERS	155
The Home Economics Extension of the Future—GRACE E. FRY-SINGER	157
The Farm Girl in the Home Program—GERTRUDE L. WARREN.....	160
Future of Home Demonstration Work—MAGGIE W. BARRY.....	164
Standards of Living as a Basis for an Agricultural Extension Program—MADGE J. REESE	167
Extension Philosophy—MILDRED HORTON	172
Home Economics Extension in Postwar Years—KATHRYN VAN-AKEN BURNS	174
Home Economics: Education for Living—C. B. HUTCHINSON.....	180
“... Shall Inherit the Earth”—R. B. HUDGINS	182
6. A TRIBUTE TO LEADERSHIP—DEDICATION OF THE WILSON AND KNAPP MEMORIAL ARCHES, WASHINGTON, D. C.	185
Introductory Address—THOMAS A. COLEMAN	185
Presentation Address—MADGE J. REESE	187
Acceptance of Memorial Tablets—HENRY A. WALLACE.....	188
Address Dedicating the Memorials—A. FRANK LEVER.....	189

CONTENTS

IX

Chapter	Page
7. INCREASING EFFICIENCY	197
Professional Training for Extension Workers—H. C. RAMSOWER	197
Coordination of Agricultural Programs—H. W. HOCHBAUM	199
Research Affecting Extension Procedure—MINNIE PRICE	203
Effectiveness of Home Demonstration Programs in Reaching Rural People and Meeting Their Needs—GLADYS GALLUP	208
Undergraduate Training for Extension Workers—W. W. CLARK	212
Situations and Problems of Older Rural Youth—CARL C. TAYLOR	215
Our Job as Extension Workers—REUBEN BRIGHAM	219
More Science, Less Guesswork in Extension—MEREDITH C. WILSON	220
Satisfactions and Annoyances—A. B. GRAHAM	224
Redefining the Extension Job and Field of Action—JOHN R. HUTCHESON	228
Balanced Farming—J. W. BURCH	234
Agricultural Extension Activities for 1946—C. E. BREHM	238
8. MARKS OF PROGRESS	245
Ten Years of Extension Work Under the Smith-Lever Act, 1914- 24—C. B. SMITH	245
Influence of the National Agricultural Recovery Program on Ex- tension—W. H. BROKAW	252
Land Grant Colleges and Their Contribution to American Life— CECIL W. CREEL	254
Twenty-five Years of Extension Work Under the Act of May 8, 1914—C. W. WARBURTON	260
Twenty Years of Cooperation Between Farm Bureau and Exten- sion—L. R. SIMONS	265
Extension Work—Past, Present, Future—P. O. DAVIS	269
Philosophy of the Extension Service—D. F. EATON	274
Extension's War Record in Hawaii—H. H. WARNER	276
The Farmer and His Land Grant College—EDWARD A. O'NEAL	280
Commemorating the Enactment of the Smith-Lever Law—T. B. SYMONS	285
9. LOOKING TO THE FUTURE	289
The Place of the Land Grant College in the Public Educational System of the Future—JOHN A. HANNAH	289
Policy and Plans for Cooperation of Resident and Extension Home Economics Staffs in Preparing for the Postwar Period—RUBY GREEN SMITH	296
A Look Ahead in Extension—EDMUND DES. BRUNNER	300
Today's Vision—Tomorrow's Reality—M. L. WILSON	306
Extending Economic Information to Farm People—PAUL E. MIL- LER	311
An Effective State Extension Service—B. H. CROCHERON	315
Developing Urban Home Demonstration Work—L. R. SIMONS	320
Statement Before Northwest Catholic Conference—F. L. BALLARD	323

Chapter	Page
9. LOOKING TO THE FUTURE— <i>Continued</i>	
Long-range Program and Objectives of the Agricultural Extension Service—J. E. CARRIGAN	327
Extension's Field in Marketing—H. R. VARNEY.....	331
10. EDUCATIONAL PHILOSOPHY—SHORT STATEMENTS, OUTLINES, CREEDS, SONGS, COMMENTS	335
Our Great Need: Interpreters—A Prayer for Teachers—The New Education—GLENN FRANK	335-337
Life Philosophy—LIBERTY HYDE BAILEY	338
Smith-Lever Cooperative Extension Act—W. A. LLOYD	339
A Five-point Outline for Agricultural Progress—M. L. MOSHER ..	339
Educational Principles—M. L. WILSON	340
Bird's-eye View of Extension—H. H. WILLIAMSON	341
To Maintain and Preserve the Family Farm, a Major Extension Objective—Committee Report, 1941—LAND-GRANT COLLEGE COMMITTEE ON CITIZENSHIP TRAINING	342
Fourteen Basic Features of Cooperative Extension Work—LESTER SCHLUP	343
The Cooperative Extension Service—J. L. BOATMAN.....	344
I Am Home—ABBY M. MARLATT	347
An Aim for the Homemaker—J. LITA BANE	347
The Home Demonstration Agent, a Lamplighter—OPHELIA SHEPARD	348
Homemaker's Recipe for Acquiring the New Outlook—ELLEN LENOIR	349
To My Home Demonstration Agent—ETHEL (MRS. GEORGE) REINKING	350
Why Home Demonstration Work?—ROSYLIN KENNEDY	350
An Editor's Tribute to a Home Demonstration Agent—EDITOR, CARROLLTON (MISS.) CONSERVATIVE	351
Guideposts for 4-H Club Postwar Programs—NATIONAL ADVISORY GROUP ON 4-H PROGRAMS	352
A Dozen Attributes of the Ideal Extension Worker—ALFRED VIVIAN	353
Ships That 4-H Club Work Builds—E. K. BLISS	354
A Fable with an Extension Moral—A. B. GRAHAM	355
Better Citizenship Through 4-H Club Work—R. K. BLISS	356
Extension Worker's Creed—W. A. LLOYD	357
The Homemaker's Creed—RUBY GREEN SMITH	358
The Country Girl's Creed—JESSIE FIELD SHAMBAUGH	359
Ploughing Song—Dreaming—Field Song—Friendship Song—FANNIE R. BUCHANAN	360-362
What Is Extension?—What Do We See?—The Farmer—C. B. SMITH	363-365
The Future Before Us—PUBLICATIONS POLICY COMMITTEE, EPSILON SIGMA PHI	366
INDEX	371

THE SPIRIT AND PHILOSOPHY
OF EXTENSION WORK

Chapter 1

THE NEW EDUCATION

The legislators of a century ago pioneered a new type of higher education that is now recognized as one of this country's greatest contributions to democracy. It provided a way to put scientific knowledge to work for all the people.

INTRODUCTION TO SIGNIFICANT EXTENSION PAPERS IN AGRICULTURE AND HOME ECONOMICS

R. K. BLISS

Director Emeritus, Iowa State Extension Service

SIGNIFICANT EXTENSION PAPERS comprise under one cover speeches, papers, and statements concerning the origin, philosophy, development, and methods of conducting extension work in agriculture and home economics in the United States. The contributions cover a period of about 50 years. One book can, of course, include only a fraction of the material available in files, mimeographed records, committee meetings, and reports. Very little of the material used came from books. That many of the best extension teachers did little writing, or failed to preserve what manuscripts they did prepare, accounts for the fact that some worthy extension workers do not appear in this compilation.

Cooperative extension work in agriculture and home economics in the United States has grown into the largest organized, out-of-school, informal educational movement of record. It includes men, women, boys, and girls. Its minimum objective is to reach effectively all farms and farm homes with agricultural and home economics information. Its maximum objective includes home economics and gardening information for town and city homes.

Why was cooperative extension work organized in the United States? What philosophy gives extension work its vitality? A brief review of some of the fundamental reasons for extending higher education to farms and homes will help the reader understand and appreciate better the statements, addresses, and papers that follow. No other country has anything quite like it.

Farmers Pioneered in Further Developing Higher Education

The educational development that brought about the present cooperative extension system began actively about 100 years ago. At that time serious discussion concerning the establishment of agricultural colleges was widespread among farmers and was led by the agricultural societies of the day. The leaders advocated federal and state financial support for the proposed colleges.

The National Agricultural Society sponsored legislation that would provide federal support. Jonathan Turner, a college graduate, farmer, and teacher in Illinois, advocated an industrial university in which the sons and daughters of people who made their living principally through physical effort could have college training in their respective occupations. "Why," said he, "should we have colleges to train professional men and not have colleges to train farmers and workers in industry?" Turner's statement appears to epitomize the argument in favor of the new education. It was in fact an effort to democratize higher education, to make it more universal.

At the same time that the National Agricultural Society was seeking federal support for agricultural colleges, state agricultural societies were actively working for support on a state basis. It was a double team making a two-way approach. Before the Land Grant College Act of 1862 was passed, three states had provided for agricultural colleges and were teaching agriculture and others had enacted legislation creating public-supported agricultural colleges.

Important National Agricultural Legislation Enacted in 1862

The first bill for establishing national land grant colleges was passed by Congress in 1859 but was vetoed by President James Buchanan. The present Land Grant College Act was passed 3 years later and signed by President Abraham Lincoln. The United States Department of Agriculture, one of the partners in cooperative extension work, was established in the same year, and in 1862 also the Homestead Act, which disposed of public land on a family-farm basis, was passed. Thus 1862 was an important year in the development of agriculture in the United States.

Reasons for Wide Dissemination of Agricultural Information

But what did this early effort to establish agricultural colleges have to do with extension work? The best answer is that when government began using money contributed by all the people to support higher education, including experimental and research work, it had a moral obligation to return as much as possible of the practical benefits of such effort to all the people. This conclusion is based on the proposition that people have an inherent or natural right to participate in the benefits derived from what they create and support. Since not all can go to college, it has been morally obligatory upon government to provide ways of making the practical benefits of the colleges available to the people. This is the principal reason for extension work, or adult educational work.

Another reason is that in a democracy such as we have in the United States it is important to maintain as nearly as possible equality of opportunity for all citizens. The nearer this goal or ideal can be approached and realized the stronger and more enduring will be our democratic institutions.

Suppose, for example, that the government had provided agricultural colleges and experimental stations at public expense and then made no special effort to extend to all farmers the information so obtained. Such a system would have trained a minority group who had the opportunity to attend the colleges so that they could better their own conditions, oftentimes at the expense of their less well trained and less fortunate neighbors. Such a system would have fostered inequality of opportunity instead of that equality of opportunity which is the basis of free government.

Adult Extension Education Foreshadowed in National Land Grant College Act and State Laws

The National Land Grant College Act of 1862 provided for the teaching of agriculture and mechanic arts "in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life." The carrying out of this objective posed an enormous undertaking. It foreshadowed some form of adult education as the most practical way in which it could be accomplished.

State laws were written in equally comprehensive language. For example, the Iowa law creating an agricultural college, passed by a farmer-controlled legislature in 1858, provided for "a state agricultural college and farm with a board of trustees which shall be connected with the entire agricultural interests of the State of Iowa." The word "entire" is a comprehensive word. It included every farmer, every farm home, and every rural interest in the state.

In 1858 also, at a time when higher education was the privilege of a very few, mainly doctors, ministers, and lawyers, the statement of the Iowa law, that the college "shall be connected with the entire agricultural interests of the state," amounted to a revolution in higher education. In evident recognition of this fact, the framers of the law proceeded to state in some detail the duties of the board of trustees in the job of connecting the college with the agricultural interests of the state. This first law made provision for both the farm and the farm home. In order to achieve its objectives, the law directed the board to head up this part of the work through a paid secretary. The law then spelled out an elaborate program of things to do throughout the state, undertakings that would have required an agricultural and home economics extension service to carry out. Morgan, in his *History of Iowa Extension Work*, states that the "secretary of the board might well have been the first director of extension."

The law makers of a century ago were creative in their thinking. They wanted all farm people to be directly, not indirectly, benefited by these colleges. They wanted to make sure that the new colleges would meet their then needs and all new problems as they arose. The new type of higher education that they pioneered is now recognized as one of this country's greatest contributions to democracy.

The first administrators of agricultural colleges early recognized the public-service character of the tax-supported land grant institutions. Thus land grant colleges almost immediately began furnishing speakers for farmers' institutes and other agricultural meetings, to discuss farm problems and home economics. A consecutive series of lectures on home economics was given in Des Moines in 1883 by Mrs. Mary Welch to a class of 60. The early work was handicapped by a lack of information, for experiment stations and research laboratories along agricultural lines had not yet been established and scientific material was scarce. The field of agriculture needed further exploration.

Experiment Stations Established in 1887

To meet this need, Congress passed the Hatch Act of 1887, which provided national funds for all the states, thereby enabling them to conduct agricultural experiments. Prior to this, however, many states were doing experimental work with state funds. Later the national Adams Act was passed to furnish additional funds for research. In addition to this, state funds were increasingly provided for experimental work. The store of information thus being accumulated, through the combined efforts of the state colleges and the United States Department of Agriculture, provided a sound basis for agricultural teaching both at colleges and on farms.

Farmers Find Information Valuable

The information developed through research, experimentation, and experience was of immediate assistance to farmers and their wives. They found it useful and wanted more help from the colleges. Moreover, the colleges and experiment stations had a continually increasing store of information to give. The early years of the twentieth century witnessed a sharp increase in the requests made upon colleges for speakers and demonstrators at institutes and other farm meetings. There was also a greatly increased demand for printed literature. The work continued to grow on the foundation of successful service, until it became a heavy burden for the college teaching and experimental staffs. Public demand for off-campus educational information literally forced the land grant colleges to make additional provision to care for it. The extension departments or services thereupon established by many states to care for this new activity finally led to the enactment of the national Smith-Lever Cooperative Extension Act of 1914.

Several years prior to the passage of the Smith-Lever Act, however, agricultural and home economics work was being carried out by practically all land grant colleges. Seaman Knapp's great farm demonstration work in the South began in 1903 and spread rapidly over the Southern States. Perry G. Holden's county farm demonstration work in Iowa in 1903 was followed in 1904 and 1905 by comprehensive state-wide campaigns for better seed corn. In Michigan, Kenyon Butterfield was advocating national aid for extension work. In New York, L. H. Bailey and John Craig were conducting farmers' reading courses, horticultural institutes, and nature study in schools. Boys' agricultural clubs had been instituted in several states in the early

nineteen hundreds. One county-wide home culture club for girls was organized in 1904. These events were representative of the extension program developing throughout the entire country.

***Land Grant College Extension
Committee Appointed, 1905***

The Land Grant College Association appointed a committee on extension, with Kenyon L. Butterfield, of Massachusetts, as chairman, to study these activities and report back to the association. The first report, submitted in 1906, called attention to the long list of agricultural and home economics information then being extended to rural people. The committee recommended—

. . . that each college represented in the association organize as soon as possible a department of extension teaching in agriculture, coordinate with other departments or divisions of the agricultural work, with a competent director in charge and if possible with a corps of men at his disposal.

This was 8 years before the passage of the Smith-Lever Act, authorizing a national system of cooperative extension work.

***Smith-Lever Cooperative
Extension Act of 1914***

The foregoing and other significant extension developments are discussed at length in the extension papers here compiled. Suffice it here to say that the final wording of the Smith-Lever Cooperative Extension Act of 1914, specifically providing for educational work in agriculture and home economics, was largely the result of the 8 years of study and deliberation by the Land Grant College Association's Committee on Extension, working in cooperation with the United States Department of Agriculture. Finally the proposed legislation was thoroughly and critically discussed by Congress. That discussion clearly shows that the law was intended to benefit boys and girls' club work. Few legislative acts affecting agriculture have had such long-continued and thorough discussion as that leading up to the passage of the Smith-Lever Act. Subsequent federal legislation appropriating funds for extension work has been based on its fundamental provisions.


***Cooperative Extension Act—
Good Example of Federal
System Working Efficiently***

It is not the purpose of this brief introductory statement to go into the details of extension work. It may be said, however, that the

operation of the Cooperative Extension Act has furnished one of this country's best examples of the federal and state governments working efficiently together.

In this system of extension education the plans of work are cooperatively developed and agreed upon. The farmers in each community, both men and women, are partners in the planning. In the operation of the plan the county does all it can to meet its own situation and solve its own problems through the efforts of county extension workers and voluntary farm and home cooperators and demonstrators. The state extension service gives help to the county where and when needed, so far as possible, but always in cooperation with the county. The state extension office also handles state-wide matters outside the scope of the county. The federal Extension Service gives assistance to the states as needed and also handles matters of national scope. There is little unnecessary overhead supervision, or conflict in supervision, among the county, state, and federal units of the Service.

The planning and carrying out of educational programs by the Cooperative Extension Service is built on genuine partnership with farmers and their wives, their boys, and their girls. Most farm and home programs are sponsored and led by farm men and women, the government giving educational assistance. This plan has resulted in the voluntary enlistment of hundreds of thousands of farm and home cooperators and leaders throughout the United States. Extension has made a fine contribution to better living in rural homes and communities. The cost is very low per person reached. People do not have to stop working and earning in order to study and learn. In fact, they earn more while they learn. Cooperative extension work is a self-help effort whose primary objective is to bring to rural people the latest and best information concerning the farm and the home and to assist them in solving their own problems, thus developing a permanent agriculture based on the intelligence, capability, and resourcefulness of rural people.



SPIRIT OF THE LAND GRANT COLLEGE

EUGENE DAVENPORT

Dean Emeritus, College of Agriculture, University of Illinois

An early agricultural graduate of Michigan State College and a pioneer in land grant college education here gives a remarkably clear and comprehensive statement outlining the striking changes in higher education brought about by the National Land Grant College Act of 1862. Part of an address given at the Annual Meeting of Land Grant Colleges, Chicago, 1931.

ABOUT THREE-QUARTERS OF A CENTURY AGO a new spirit implemented the policy and purpose of education in America. This was the Land Grant College Spirit, born of a determination to set knowledge at work for the betterment of that mass of our common citizenry who live by the soil or the shop and without whose welfare self-government cannot long endure. The most it contemplated in that far-off day was to provide suitable instruction in the affairs of the farm and the workshop for such young men as might present themselves at college. It was a voice in the darkness for the farm and the beginning of the end of the apprentice system in industry.

Today, the college or university that is inspired by the Land Grant College Spirit considers itself not simply or mainly a teaching organization, but a public-service institution; not in and for agriculture and engineering only, but also in all the affairs of life. It exists not for the service of men only, but for women as well; not for personal service merely, but for the development of the industries and of the state. It no longer confines itself to teaching the young the approved courses in stock knowledge, but is active, even aggressive, in the discovery and application of new truth wherever it can be useful in the development of the state, material as well as human, economic as well as social. It is a new source of power in the state, a new influence in the development of the human race and its institutions.

It is my purpose to trace briefly the steps by which this new spirit of the usefulness of knowledge has made its way along an almost unblazed trail, until it has come to characterize educational policy and procedure everywhere. This leads to considering the student body not as the thing for which the institution exists, but as a means to an end, and that end an advancing civilization. Education is now over-leaping the campus walls and is going out among the people to enrich

their lives and make them college-minded if only they can read and have the desire to know and to grow.

The New Education

I know of no other way to realize what this new spirit in the world has done and is doing for us than to trace the steps of its development and growing service. The subject is fascinating both philosophically and historically.

I came into personal contact with the Spirit of the Land Grant College only 13 years after the passage of the Land Grant College Act and have been with it most of the time since, watching its influence grow and spread. As late as 1900 I answered with my own hand all letters to the agricultural department of the Michigan Agricultural College, the oldest and then the largest in the United States. We called it the "New Education" in those early days, as distinct from the traditional. In the narrowness of our enthusiasm we called it practical and useful, as distinct from the classical and useless. For of what good is it when a man can say "I am hungry" in six or seven languages but cannot earn his own bread and butter?

Nor were we altogether illogical in all this, for the old-time education insisted that education and utility were mutually exclusive. Even the earlier scientific researches in the industries were dubbed commercial and uneducative if the investigator had in the back of his head the slightest notion that the results of his researches might, some time or other, in some way, become of use in the world. Against such tidal waves of prejudice did the Land Grant College Spirit pound in its early efforts to bless mankind, and it is little wonder that sometimes it too might have lacked in breadth of vision. For those were days of narrowness and of intense prejudices.

So much by way of preface. If, now, we are to realize at all adequately what a departure this new spirit was in the field of educational theory and practice, we must go back, in imagination or otherwise, to the middle years of the last century. And an almost impossible task is this for those whose memory halts this side of the seventies, so fundamentally have our conceptions of education changed in the last generation or two.

Higher Education in the Past

In all the centuries of the past, education had been the privilege, I had almost said the prerogative, of the few, and those the few who

elected to serve in the so called learned professions—law, medicine, or theology. No other courses were taught, and the son of a farmer or of a craftsman could not become an educated man without leaving the occupation he knew most about and perchance would prefer to follow. As a further bar to progress, women were not admitted to college, not only because of their supposed inferior brain power but by reason of the traditional proprieties. And finally, as effectively shutting the sources and springs of knowledge away from the masses of mankind, most technical terms were in Latin or in Greek, dead languages both to the multitude.

So the world wagged, less than a hundred years ago, as it had wagged for generations, conservative to a fault; an educated aristocracy, bigoted and prejudiced; an ignorant mass, living by tradition for want of better guides. The one secretly despising the lower classes, the other distrusting those not of its own kind, yet living together under a so-called democracy.

Land Grant College Act of 1862

But new ideas were hatching and slowly gaining strength. And so it was that a little before the middle of the last century a conviction arose, soon amounting to a demand, that courses should be offered dealing with the affairs of the farm and shop, to the end that the people of industry might enjoy a training in their occupation more effective than the apprentice system and more likely to produce an intelligent and satisfied citizenry. This demand reached its climax in the passage of the Land Grant College Act of 1862.

Now this departure in educational policy differed from the traditional in still another respect than the content and objective of its courses, namely: the kind of a college now provided for was to be supported by public funds, as distinct from private endowment, foreshadowing, unwittingly no doubt, their public-welfare character. It amounted to a declaration of the deliberate purpose of a nation, cast in the most positive terms, to find and administer a kind of education, and of college grade, that should be suitable for the man on the farm and the man in the workshop.

Of all the voices raised in the cause of this new order in education none was clearer or more insistent than that of Jonathan Turner, of Illinois College, whom we of that state regard as the virtual author of the Land Grant College Act, the language of which follows closely

the phrasing so often employed by Professor Turner, especially in his "Plan for an Industrial University," and in other printed form 10 years before the final passage of the Morrill Act of 1862.

In this plan and for his purpose he divided mankind into two classes, as was common in those days, namely, the professional and the industrial. And he called attention to the—

vast difference in the practical means of obtaining an appropriate liberal education, suited to their wants and destiny, which these two classes enjoy and ever have enjoyed the world over. The one have schools, seminaries, colleges, universities, apparatus, professors, and multitudinous appliances for educating and training them for months and years, for the peculiar profession which is to be the business of their life. And they have created, each class for its own use, a vast and voluminous literature that would well nigh sink a whole navy of ships.

"But where," said he, "are the universities, the apparatus, the professors, and the literature adapted to any one of the industrial classes? Echo answers, Where?" Many others had come to feel as Turner did, howbeit we have nowhere on record so voluminous and so insistent a demand in printed form. It was to provide the universities, the apparatus, and the literature he talked so much about that the Land Grant College Bill was drawn, passed by Congress, and signed by Abraham Lincoln, the friend of Turner, in the darkest days of the Civil War.

Lincoln Promised Support

And here I may remark parenthetically, and as an interesting aside, that Professor Turner told me personally in his study a few years before his death that he and Mr. Lincoln were discussing the Buchanan veto, when Lincoln jokingly remarked: "Turner, get me elected President, then put your bill through Congress again and I'll sign it." Anyhow that is what happened, and it was the first effective step in the New Education, as it was called in the days immediately following.

The advocates of this new departure in educational policy called attention to the fact that physicians were not educated in law schools or ministers in medical colleges but that the material for education of each separate profession was largely drawn from the facts and practices of the profession toward which the student was headed. And they claimed the same privilege for agriculture and mechanic arts as good pedagogy, though that term was not yet in use. This was the first concrete manifestation of what was involved in this new spirit of

education, and it immediately threw the professional educators of the time into a violent congestive chill, equaled only by a similar attack when, a few years later, a chemist was elected President of Harvard. The most sacred traditions of the Temple of Learning were surely breaking down now that the bull had forced his way into the educational china shop. But what could be done about it? Nothing. Nothing but talk, and there was plenty of that, though not enough to deter the new spirit from forging ahead over a difficult trail not yet even blazed for much of the way.

Curiously enough, the slogan of the educated world was culture, a word which, in its time of greatest abuse, I learned almost to hate. But my hatred for the poor abused term finally turned to pity, because there never were courses, and never had been courses, more intensely technical or more frankly professional than those same old courses in law, medicine, and theology. Even when bemoaning our "prostituting the sacred cause of education to the business of making a living," these courses were continued and serenely labeled "cultural." The "educated classes" of those days lived in a world of their own and one largely of their own making.

Scientific Research Developed

One other significant fact must be borne in mind at this point, namely, that nothing like research as we understand the term then existed, either for the student or for the teacher. All teaching was from authority and decidedly empirical. The purpose was to train the student in the accepted dicta of his profession. He was not expected to improve upon his predecessors, and he found himself in trouble if he tried it. His business was to be "regular" and loyal to all the traditions of his profession.

But here was a new purpose in education, involving new materials and new methods. Fortunately for both, it was about this time that another newcomer began knocking at the doors of the cathedrals of learning. It was science, a kind of poor relation of hierarchy and by no means enthusiastically welcome, because certain of its early findings resulted in the upsetting of some of the most ancient and respectable traditions.

What to do with these new fledglings—agriculture, the mechanic arts, and science—was the problem of the times. They were not welcome in the majority of the established institutions of higher learning, though there were some notable exceptions. Agriculture and the me-

chanic arts, however, now having the makings of a system of their own, proceeded to organize a national line of agricultural and mechanical colleges. Sometimes this was done in connection with existing state universities, but more often on an independent basis. Which would have been better in general, no man knows. But the spirit of the time was for separation and the establishing of an entirely new group of institutions, dedicated solely to the industries.

Under these conditions it is not strange that science found a congenial and sympathetic home in the new kind of college, with plenty of work to engage its activities. W. J. Beal, my old teacher in botany, is authority for the statement that chemistry was first offered as an undergraduate subject in Michigan Agricultural College, where before the passage of the Land Grant College Act it was taught both for its own sake and for its application to agriculture.

All this was fortunate, because the art of farming was soon found to be unteachable on the college basis. The practices of the farmers did not agree among themselves, nor would they always stand the crucible of careful examination. Both student and teacher stood face to face with nature, which is impatient of tradition, tolerating no arguments as to the facts, but inviting investigation into her secrets everywhere. And so it was that science found in these new colleges an early and warm welcome, with something worth while to stimulate its activities. Indeed I have sometimes said that without doubt those early colleges of agriculture in Michigan, Massachusetts, Kansas, and perhaps in Wisconsin as well, by affording a sympathetic and congenial home for science, rendered a greater service in an early day than it was possible to render through agriculture directly in its then primitive stage.

As science developed, however, and more and more of the facts of the industries were worked out and the working principles established, the empirical and the traditional began to give place to the scientific. It was then that, by virtue of what science and the scientific spirit were able to accomplish in this virgin field of research, "farming" commenced its development toward what we now call "agriculture," and the "mechanic arts" soon became "engineering."

For the Spirit of the Land Grant College was a spirit of purpose, while the Spirit of Science was the spirit of method and of orderly investigation. Had science not been at hand and ready for service, and, however crude and halting it may have been at the time,

had this service not been available, the Spirit of the Land Grant College, working alone, would scarcely have been able to realize its full purpose. Much less would it have been able to develop what has come to be recognized as essentially a national system of public-service institutions.

For, imitating the custom of the times in attempting to teach the approved practices of the profession, the early teacher of agriculture found himself bewildered by the conflicting farm operations, which are decidedly and intrinsically regional. With science and agriculture working side by side in the same institution, however, there began to appear slowly but surely certain principles that must underlie good practice everywhere, whatever the operations necessary in their observance. All this made the coming of the experiment station inevitable and laid the foundation for the next step in development of the Spirit of the Land Grant Institutions.

Experiment Stations Become a Sound, Paying Investment

Now the states had begun to regard these institutions as beggars before the gates of the treasury. First of all they had been obliged to erect all necessary buildings, despite the fact that these new colleges were national in their origin. This was because the federal government would erect no buildings on land it did not own. Besides, the land grant was the sole endowment, and that was insufficient for the operation of any kind of a college then known, much less a college of agriculture with an expensive equipment.

And so it was that these new colleges were commonly considered expensive fads, particularly as few students attended and educators generally condemned the "prostitution of education to mere commercial ends," insisting that no such training could be truly educative. The states, however, were forced to stay with the new enterprise or lose the land grant. It is a queer kink in human nature, and a fortunate one for us, that any state is willing to put up two dollars for the sake of getting one from the federal treasury!

But however it had been in the past, the work of the experiment stations soon demonstrated the usefulness of these new institutions. From that day their future was assured. Not only the farmer but the man on the street, and even the legislator who had charge of the purse strings, began to understand something of what science could do for industry.

With this development, the Spirit of the Land Grant Institutions became not merely or even mainly one of instruction to students, but rather one of research and development. Citizens now began to see the possibilities ahead when research should take the place of guesswork, and principles should supersede tradition as guides to practice. Problems were brought to the experiment station from farmers seeking information they could not get for themselves, while more and more the usefulness of accurate information became clear to the most casual observer. Legislatures now began to look upon appropriations to these institutions as investments, rather than expenditures, and funds were voted in unprecedented amounts from a conviction that in the long run the results of research would pay the bills and leave a handsome balance.

One of the most striking phenomena I have ever seen is the almost pathetic confidence with which the tax-paying citizen, himself perhaps unschooled or at least untrained in the methods of scientific experimentation, will patiently await the results of the slow and sometimes halting incursions of the investigator into the unknown. It is sometimes asserted that the active, self-reliant farmer will not await the slow process of research. Such has not been my experience. Quite the contrary. Instead, he says to the research man in whom he has confidence, "Don't hurry in your conclusions, but in the meantime I'd like your best guess. It will answer me better just now than most opinions." Indeed, even among the unschooled, the extent to which the Spirit of Research has taken place of tradition, of opinion, and of argument, almost within a generation, is nothing short of a modern miracle. In this revolution in the manner of thinking, this reaction to the idea of truth as the impelling and guiding motive in action, the Spirit of the Land Grant Institutions has been both a prophet and a pioneer.

Home Economics Education Developed

One of the distinctive contributions of the Land Grant College Spirit was the demonstration of the fact that whatever might have been true in the past, modern women have brains enough and good enough to do college work. For many of these institutions had from the first been coeducational. If study and research could accomplish so much for the industries, why not try it out on the affairs of the home, which engage so large a fraction of the time and thought of half the race?

So home economics came into the picture with all the ridicule, even opposition, that attaches to new ventures in education. But here, as in other practical fields, research and scholarship showed its power, not only to instruct the young but to develop, even to transform, an occupation by setting it on a scientific basis. What of it if the science of feeding babies and adults did follow instead of preceding the science of nutrition as applied to pig feeding? No matter which came first; and perhaps we made better progress by using the pig instead of the baby for the earlier and rougher experiments.

***Extension Education—Knowledge
Put to Work in Ordinary Affairs***

Finally, to complete the system, we have developed a nation-wide extension service reaching out to the man on the farm and to the wife in the home. And they are gradually becoming college-minded, whether or not they ever saw the inside of an institution of higher learning. Knowledge is at last at work among all the people to the advancement of all the industries.

And now to sum up the situation as I have seen it and lived with it for over half a century, watching its service and growth: The Spirit of the Land Grant Institution is the spirit of service through the application of exact knowledge to the ordinary affairs of life. It began as an attempt to provide an appropriate literature for the man on the farm and in the workshop. It has resulted not only in developing our major industries, but in establishing a research and teaching service as broad as the interest of mankind and the limitations of knowledge, a service in which the student and the individual are always a means to an end, and that end an everlasting civilization. The Spirit of the Land Grant Colleges has developed into a national system of public-service institutions.

ABRAHAM LINCOLN AND THE HISTORICAL BACKGROUND OF THE DEPARTMENT OF AGRICULTURE

M. L. WILSON

Under Secretary of Agriculture of the United States

Part of an address given at the seventy-fifth anniversary of the establishment of land grant colleges and the United States Department of Agriculture, Washington, D. C., 1937. It contains significant statements concerning the efforts of three great Americans—Washington, Jefferson, and Lincoln—in the furtherance of agricultural developments in this country. Listing important events leading up to the establishment of the Department of Agriculture and the land grant college system, it is an excellent statement of the general philosophy and thinking that underlies the agricultural policy of the United States.

THE DEPARTMENT OF AGRICULTURE has a record of service of which it is naturally proud. Its accomplishments might be related in long detail. But we believe that they speak well enough for themselves, and this occasion will not be used for that sort of self-congratulation. However, American agriculture and its institutions have a rich national heritage. They have developed under favoring traditions and in circumstances that in some cases appear unique. It seems wholly fitting therefore to give attention at this time to some of these traditions and circumstances.

The United States began as a predominantly agricultural nation. Our oldest traditions are rooted in the life of the farm. Our largest single group of national heroes, the pioneers, were farmers. And the three men who by common acclaim rank as the great heroes of this country—Washington, Jefferson, Lincoln—were all intimately associated with agriculture and agricultural progress.

Washington, Jefferson, and Lincoln Gave Direct Service to Agriculture

George Washington was a farmer. He pioneered in the use of the most advanced methods of cultivation. He conducted many agricultural experiments of his own. As President, he was the first official to suggest that the newly formed federal government should establish an agency to promote agricultural progress and development. Above all, by his application of science and of high intelligence to the prob-

lems of farming, as well as by his own sterling character, this American Cincinnatus personified the dignity that forever belongs to agriculture.

Thomas Jefferson, like Washington, was both a practical farmer and an agricultural experimenter. In his own right he made important contributions to the development of agricultural science in this country. He was the greatest advocate of the agrarian interest that this country has ever had. At the same time, and largely for that very reason, he was the great champion of real democracy during the important early years of the Republic. Jefferson appears therefore as the great and eminent representative of the natural affinity between agriculture and democracy.

Abraham Lincoln was born to the subsistence farming of the frontier and grew up as a son of the prairies. If, as some say, he began by representing sectional interests, there is no doubt that he died a martyr to the cause of national unity. It is often stated that Lincoln saved the union that Washington and Jefferson labored to create and form. It is also true that Lincoln assisted in the completion of a national agricultural structure for which Washington and Jefferson had helped lay the foundation.

When Lincoln signed the acts establishing the Department of Agriculture and providing for a nation-wide system of land grant colleges, he brought to a successful conclusion a long struggle to raise agriculture and agricultural education to the plane of recognized national concern. The national unity of agriculture has since then developed inevitably. Where once one section of the country pitted its interests against those of another, today the nation's agriculture is united, and corn, cotton, wheat, and cattle growers work together toward national solutions of their problems. Out of this united effort comes a greater understanding and tolerance of our neighbor's interests and point of view.

Thus the agricultural development of America is closely associated with the three greatest names in American history. A retrospective observance of the seventy-fifth anniversary of the Department of Agriculture very naturally inclines to shape itself around these three men.

***Land Grant Colleges and Federal
Department of Agriculture Were
Created by Same Popular Demands***

There is another point that must be mentioned here. This is as much the seventy-fifth anniversary of the land grant colleges as it is of the Department of Agriculture. It is no mere accident that the anniversary is shared. The land grant colleges and the Department of Agriculture were the creation of the same popular demands. They were intended to serve closely related purposes and to supplement each other in the service of the same public interests. They are of the closest kinship.

The land grant colleges represent not only the first, but by all odds the greatest, attempt ever made to launch a vast and far-flung educational system that would make higher education available to the masses. It is noteworthy that both Washington and Jefferson were pioneers in this field. Washington suggested the establishment of a national university that would serve many of the same needs that the land grant colleges were created to meet. Jefferson was a life-long worker for popular education and the founder of the University of Virginia.

Agriculture and education have progressed in this country under a common leadership. It is a noteworthy fact that during a long period of our history the individuals and the groups that were active in advocating agricultural betterment were in the forefront of those seeking to improve our educational systems.

***Land Grant Colleges and the
Department of Agriculture
Both the Work of Pioneers***

One other powerful force deeply influenced the formation of those institutions whose anniversary we now observe. That is the pioneer tradition. This is no place for a eulogy of the pioneers, but it is to the point to call attention to one very important phase of the pioneer tradition that is frequently overlooked. The pioneers were more than just the physical conquerors of a continent. They were a spiritually restless lot. They saw beyond present horizons. For all their rough contact with untamed nature, they were visionaries and dreamers of dreams. They believed that they were building even more than farms and towns and homes in the wilderness; they believed they were building a civilization better than any they had known and better than

any that had gone before. They built log cabins for themselves, but they dreamed of mansions.

Many a pioneer who had never learned to read or spell turned his hand to building a school house as soon as the first harvest was in. The pioneers reached beyond themselves. They struggled for things that had never been before. And so it was that the movement for the land grant colleges drew its great force and leaders from the pioneering West, though it was also rooted in the older East and South.

The pioneer tradition, and the tradition represented by the three great Americans around whom this anniversary observance is centered, form the background for the acts of 1862 that we now celebrate. Both acts embodied pioneer ideals and answered the demands of our pioneering and agrarian population. Both were the culmination of trends as old as the Nation itself, and Washington and Jefferson contributed to both.

George Washington as President had suggested to Congress the establishment of a "board of agriculture" in his last annual message. in 1796. In 1817 an attempt, originating in Massachusetts, was made to found a department of the federal government for the aid and encouragement of agriculture. In 1838 citizens of Kentucky petitioned for the formation of a "Department of Agriculture and Mechanics." In 1840 there was a petition for the "establishment of a department of the government to be called the Department of Agriculture and Education." By 1850 the Committee on Agriculture of the House of Representatives had received "resolutions from several state legislatures and of agricultural societies on the establishment of an agricultural bureau in the Department of the Interior." President Fillmore repeatedly urged the establishment of such a bureau. Through the fifties the proposals multiplied rapidly.

Agricultural Societies Developed

Organized interest in agriculture had slowly grown in every way since the earliest days. An agricultural society was formed in South Carolina in 1784, to be followed a year later by a Philadelphia society, in which Benjamin Franklin was a prominent member. In New York a society was formed in 1791; in 1792 a similar society was established in Massachusetts; and Connecticut followed suit in 1794. From then on the movement grew and the societies multiplied. By 1852 there were about 300 active agricultural societies spread over 31 states and 5 territories, and in 1860 there were well over 900.

A movement for the development of national agricultural organization accompanied the growth of the local societies. In 1840 agricultural leaders called a national meeting in Washington, and in 1841 the Agricultural Society of the United States for formed. After one meeting this organization broke up, to be succeeded in 1852 by the United States Agricultural Society, which thrived from the very outset. This organization immediately became the great champion of the movement for a department of agriculture. It soon became also the sounding board for the plan coming from pioneer Illinois for the establishment throughout the Union of industrial and agricultural colleges financed by grants of land from the public domain.

Agricultural Societies Get Government Support

The various states, meanwhile, had gradually come to the support of private efforts to aid agriculture. In 1819 New York established a state board of agriculture and began to appropriate money for its advancement. In the same year Massachusetts began appropriations to aid agricultural societies. New Hampshire followed closely with a similar law in 1820. In 1839 Ohio began to give financial support to agricultural societies and a few years later established a state board of agriculture. At the same time, there was a rapidly growing tendency for states to appropriate money for distribution as prizes at agricultural fairs. In one or another form, most states by 1840 were lending tangible aid to the encouragement of an improved agriculture.

The federal government began to recognize the national status of agriculture almost in spite of itself. In 1827, consular agents abroad were asked to collect and send to America foreign seeds and plants that might be useful to this country. No means, however, were provided for their proper care and distribution. Not long after the Patent Office was established in 1836, its Commissioner, Henry Leavitt Ellsworth, took it upon himself to collect and distribute them. In 1839 Congress for the first time appropriated money for the distribution of seeds and the collection of agricultural statistics. These appropriations were rapidly increased, and the agricultural services of the Patent Office were gradually extended, until a separate department was established in 1862.

These historical details indicate the growing accumulation of needs upon which the land grant colleges and the Department of Agriculture were established. They came on the crest of a long, ir-

resistible ground swell of public sentiment. Those who are philosophically inclined or historically minded will observe the pattern of development: First, individuals took up the cause; then societies of private individuals; these enlisted support first from the states and finally from the federal government. This chain of causes and events reveals the growing national unity of the varied states and sections of this country. It discloses the tendency, old as our country, for the people to demand federal action when individual, local, and state efforts prove inadequate.

Significance of Agricultural Acts of 1862

The peaceful acts of 1862 that we now celebrate are significant for many reasons. The establishment of the Department of Agriculture constituted the recognition by the government of the needs of the diverse multitude that by sweat and strain provides the bread we eat and the clothes we wear. This is a practical application of democratic principle; it denies that governments will eternally yield to the demands of concentrated and entrenched economic interests while failing to heed the scattered voices of those who are actually most numerous.

The Land Grant College Act was an application of America's faith in progress and in education. It advanced the cause of enlightenment among a pioneer people who were as truly pioneers in the field of popular education as in any other sense. It was an important pillar in the national temple of a people possessed of an abiding faith that "Ye shall know the truth and the truth shall make you free." It was characteristic of a pioneer people who conquered a wilderness with sweat and blood, yet who in the midst of immense physical hardships retained a belief that there is more wisdom than folly stuffed in books. It is characteristic of them that they not only were eager for old truths but did not fear the inquiries that extend man's knowledge beyond old boundaries.

A third act passed in the same year deserves mention here because it was cut from the same homespun. The Homestead Act was also a response to demands that were strongest among the pioneer-farmer elements.

The purpose of the act was to put a stop to the acquisition of public lands for speculative purposes, and instead to make them available to bona fide settlers who would develop and work their own farms,

Although later abuses prevented this act from accomplishing all the good its framers intended, nevertheless it served to open the frontier to the little man.

In 1862, when this country was split in two by a bitter war raging between North and South, at a time of greatest discord and of most embittered sectionalism, Congress quietly passed these three laws of peace and unity, laws that in the long years have worked great good to the people of every state and of every section of the country.

Lincoln Personified Pioneer Spirit

There is a symbolism here, for the hand that signed those laws was the hand that saved the political union of this country. Abraham Lincoln, in whose honor a wreath has just been laid at the memorial, was molded in the pioneer tradition. He was the product of that pioneer, agrarian civilization that established the most cherished interests, progressive tenets, and a sympathetic understanding of the common man. He personified the pioneer spirit in his own self-education, his zeal for progress, and his rare combination of high idealism and uncommon good sense concerning the realities of life. Abraham Lincoln was, in brief, the product of those same forces and traditions that found expression during his presidency in the establishment of institutions recognizing the dignity, the importance, the national scope, and the progressive interests of agriculture.

Agriculture and its institutions today remain true to the pioneer spirit of which the federal department and the land grant colleges were born. They are still animated by the urge to proceed from goal to goal toward a horizon that is ever widening. Agriculture tries to be realistic enough to employ practical expedients and far sighted enough to be guided in its action by the highest ideals and objectives. It is democratic and believes profoundly in the ability of the people to govern and in the fact that the people themselves must govern. It serves the interests of a whole nation; it knows that its own interests are spread to every county in this country; and it realizes that its own welfare is bound up inextricably with the welfare of all sections and all classes.

Agriculture knows that pioneering days are not over. The problems and the frontiers of today are not the problems and frontiers of yesterday. Yet I think we can do no better today than follow the spirit of the pioneers. Let us borrow from their courage, their re-

sourcefulness, their optimism, their zest for life, their readiness to adopt measures to suit circumstances, and with alertness and confidence face the unknown future as they once faced the unknown West.

DEVELOPMENT OF THE EXTENSION IDEAL IN THE ASSOCIATION OF LAND GRANT COLLEGES AND UNIVERSITIES

W. A. LLOYD

Director of Information, Association of Land Grant Colleges and Universities

Part of an address before Mu Chapter, Epsilon Sigma Phi, Washington, 1944, giving a historical account of the early development of extension and of events leading up to the passage of the Smith-Lever Act and paying a glowing tribute to the great services of Kenyon L. Butterfield in establishing extension work on a sound foundation.

IT HAS BECOME almost a habit of those who treat of the historical development of agricultural extension work to refer to the demonstration work inaugurated by Seaman A. Knapp, beginning in Texas in 1904, as the genesis of the educational movement that resulted in the passage of the Agricultural Extension Act of May 8, 1914. I have done this myself on several occasions. It is a natural though only in part a correct interpretation of events.

Two Distinct Movements Made Contributions to Extension

Really there were two distinct and wholly unrelated movements, one in the federal Department of Agriculture and one in the land grant colleges, which were merged by the Smith-Lever Act and thereafter flowed along together. Both movements made great contributions to what we now call extension work in agriculture and home economics. To "learn to do by doing" is an old maxim, but Dr. Knapp made it the guiding principle in his farm demonstration work.

Just how unrelated and separate this movement in the state agricultural colleges was from the demonstration work in the Southern States is indicated by two rather startling and little-known facts. Dr. Knapp had been president of Iowa State College, he was a classical scholar, and was deeply rooted in the educational tradition, yet we

find that he never attended a meeting of the Association of Land Grant Colleges from the time of its organization in 1888 until his death in 1911. It is in the proceedings of the annual meeting for 1911 that we find the first and almost the only reference to the southern farm-demonstration work. This incidental mention was in an address by O. H. Benson, who spoke on the subject "Boys and Girls' Club Work in the Southern States."

Dr. Knapp did not promote his work through the colleges, despite his scholarly background and his previous land grant college connection. At Lexington, Kentucky, in 1906 he said, "The men who act as field agents must be practical farmers. No use in sending a carpenter to tell a tailor how to make a coat, even if he is pretty well read up on coats." His "county agents" were selected because of their success in farming and their qualities of leadership. Following the death of the great founder of demonstration work through county agents, his son and successor, Bradford Knapp, opened negotiations with the southern colleges, obtained formal signed agreements with several, and established a degree of affiliation before 1914.

***Hatch Experiment Station Act
Helped Develop Extension Work***

Now let us see what was happening in the meantime in the colleges, and what extension ideals and organization were developing under their influence or patronage. The Association of American Agricultural Colleges and Experiment Stations was organized at a meeting held in Washington, D. C., October 18-20, 1887. The organization is said to have grown out of the passage of the Hatch Experiment Station Act, approved on March 2 of that year. There is almost no record of this meeting except a few notes by C. E. Thorne, Director of the Ohio Agricultural Experiment Station. It is most interesting however that these brief notes contain this significant language: "These (the publications of the stations) should enlarge on those practical points, such as the improvement of or restoration of the soil and the breeding of stock, when suggested by the work done, even to the extent of repeating well-known principles and facts where these need to be taught." This conception of the experiment station as a teacher of practical agriculture, rather than a research organization for the discovery of new truth, was for long years to characterize the work of the stations. This is, of course, the extension ideal, and it was in

the experiment stations that the extension work of the colleges was usually located.

This attention to teaching practical agriculture by the experiment station was an inheritance from the agricultural college. There had been several "farmers' colleges" before the passage of the Morrill Land Grant College Act of 1862. Most of them failed. Their object was to teach farmers' sons to become farmers; they were vocational-practice, or apprenticeship, schools; and such was the public concept of the purpose of the agricultural and mechanical college. On farms connected with most of the state colleges, the students were instructed in the actual management of farm animals and in the production of farm crops. A part of each day or week was spent in such work. The students were expected to become farmers; and, because of their training at an agricultural college, to be better farmers than their fathers. It was the extension motive; purely vocational training and guidance rather than educational development.

Developing Better Practices Through Demonstrations

In the proceedings of the second meeting of the association held at Knoxville, Tennessee, January 1-3, 1889, which is the first of which there is a complete record, the first subject to be presented was by J. S. Newman, of Alabama, and his subject was "How Can the Stations Reach and Interest Farmers?" It was discussed by I. P. Roberts, of New York, and many others whose names afterwards became famous in land grant college history. I can not forego giving this single quotation from Dr. Newman's address:

Farmers, like other people, hesitate to believe and act on theories, or even facts, until they see with their own eyes the proof of them in material form. We must in some way bring this work to their personal attention. We must carry it home to them. How we are to do this is the most important question for us to consider.

This was in 1889—25 years before the Smith-Lever Act was to fulfil the need he so clearly states, and Mr. Lever was to use almost this identical language in presenting his bill to Congress.

In preparation for this paper, I literally read all of the proceedings of the association from the year 1888 to 1914. It was necessary to do this because during most of this time there was not such a term as "agricultural extension." Gold is where you find it, and it is often found in the most unpropitious looking places, and usually after much fruitless labor. Let it suffice to say that the notes made refer to

farmers' institutes, short courses, farmers' weeks, reading courses, correspondence courses, nature-study clubs, agricultural trains, fair exhibits, cooperative experiments by farmers, agricultural high schools, agriculture in the common schools, traveling libraries, boys and girls' clubs, women's institutes, farmers' days at the experiment stations, and extension schools, to mention some of the more important activities of the colleges that we would now call "extension work." It was very interesting to read of these as "new ideas" just as they were being tried out: the laying, as it were, of the foundation stones of what later came to be the agricultural extension edifice.

First Mention of Extension in 1894

The first mention of the word "extension" in the proceedings is in the report for the year 1894, by E. B. Vorhees, of New Jersey, who substituted for W. C. Latta, of Indiana, in presenting the subject "The Attitude of the College toward University Extension." He described what he said they were calling "agricultural extension work," which began in New Jersey a year or two previously and which consisted of six lectures on (1) soils and crops, (2) feeding plants, and (3) animal nutrition. Short courses were held in seven different towns in the state, with an average attendance of 60 men at each lecture. After the lecture there was a quiz; and there was considerable use of materials as object lessons. Prof. Vorhees said he considered the schools a great success and that one young farmer who attended wrote the station that he saved his crop by putting into practice what he had learned. Such was the beginning of organized work with a name that was later to become a special department of every college of agriculture.

Butterfield Made Chairman, Land Grant College Extension Committee, 1905

We must now take another long jump ahead to 1904, when Kenyon L. Butterfield, in one of his stirring addresses, recommended that a standing committee on extension work be appointed in the association. The executive committee approved this in 1905, making Dr. Butterfield chairman, a position he continued to hold until 1910, each year submitting an exhaustive report. The appointment of this committee represents the beginning of organized attention to the subject of agricultural extension at association meetings, in which Dr. Butterfield continued to be the outstanding leader. Full justice to the work

of this great educator or to the subject I am presenting would warrant extensive excerpts from his six masterly reports and from his equally informative and scholarly addresses and those of others. Dr. Butterfield's work was outstanding. There was never any question of his leadership. Extension has thus far failed to do full justice to the work of this truly great educator, great leader, and great man.

Extension Section Established; Nation-wide Extension Work Recommended

In the report for 1909 the Committee on Extension reviewed the recommendations of the preceding year; developed them in more detail, met objections, and presented a strong case for extension divisions in the colleges. At this session the executive committee granted the request for the creation of an extension section, and named A. M. Soule, of Georgia, and G. I. Christie, of Indiana, as the committee to develop a program for the association meeting in 1910. Dr. Butterfield further detailed the kind of federal legislation needed. Particularly noteworthy is the excerpt he read from the report of the Roosevelt Country Life Commission, of which he was a member and of which he also served as secretary. The entire excerpt consisted of several paragraphs strongly urging the need for an organized attack on the educational problem in the country and the activities needed, all of which reads much like Butterfield's report of 2 years before. It concluded as follows.

To accomplish these ends we suggest the establishment of a nation-wide extension work. The first or original work of the agricultural branches of the land grant colleges was academic, in the old sense; later there was added the great field of experiment and research; there now should be added the third coordinate branch comprising extension work, without which no college of agriculture can adequately serve its state. It is to the extension department of these colleges that we must now look for the most effective rousing of the people of the land.

Butterfield's Great Service to Extension Education

This was indeed advanced ground. True, it only put into the mouth of the commission Dr. Butterfield's words of 2 years previously, but this pronouncement gave to the Land Grant College Committee tremendous prestige in high quarters. It has been said that national congressional legislation subsidizing agricultural extension work in the states grew out of the publicity incident to the preliminary report

of the Country Life Commission. This is in large measure true; what is less well known, or inadequately recognized, is the further fact that in this connection the commission did little more than adopt the land grant college proposal, which, as we know, came to it in almost every detail from Dr. Butterfield and his extension committee.

Dr. Butterfield had a vast influence on the development of extension organization, legislation, ideals, and philosophy in the land grant colleges. The lamp he lit has guided extension's pathway down the years, and its flame burns as brightly today as ever. Many others contributed to the kindling, but it was the spark of Dr. Butterfield's far-seeing genius and educational statesmanship that caused it to leap into a flame. His broad statesmanship envisioned a reconstructed and forward-looking rural society as the ultimate goal of the Agricultural Extension Service. He organized the Massachusetts Society of Rural Progress, and he enlarged this into a New England Society, and finally a Country Life Association to develop further his rural philosophy.

Extension work has made a good beginning; but only a beginning. Most of Butterfield's dream is still to be realized, for such education is a slow process, as he foresaw and foretold. His chief concern, outlined in our last conversation together, was "that extension might mistake the tinsel for the real gold"; might sell its educational birthright for a mess of politics. His spirit still beckons and points to our guiding star of fundamental extension education, still shining brightly, though sometimes obscured by passing clouds of expediency and emergency. Never was his council more needed than now.

Chapter 2

PIONEERS IN EXTENSION WORK

Extension foundations were laid by brilliant teachers and organizers. In this chapter a brief review is given of this formative and creative work.

UNIVERSITY EXTENSION METHODS FOR THE PROMOTION OF AGRICULTURAL KNOWLEDGE

ISAAC PHILLIPS ROBERTS

Dean, New York State College of Agriculture, Cornell University

Excerpts from an address before the Society for the Promotion of Agricultural Science, 1900, pointing out the importance of demonstrations on farms and actual farm contacts in conducting extension work.

I FIND FARMERS quite as deficient in the art as in the science of their profession. Much of the science of agriculture can be acquired through specially prepared literature, but how is the art to be acquired if, as I believe is the case, our students go forth with very imperfect training in handicraft and therefore are unable to practice or to teach it? We have hoped that these students would introduce not only better methods but show by greater skill how to use energy most economically. The doing often convinces the farmer, when telling *how* to do has no effect.

I trust that you will not accuse me of egotism when I say that I believe that the methods of carrying on agricultural extension work can be greatly improved. I base this opinion on 3 years' experience of sending out, to work with the farmers, mature college-trained men who have shown by results that they can come near to following their own teachings. These field agents travel largely on bicycles, eat at the farmer's table, and then go to the field. In many cases they take hold with their own hands, helping adjust tools, harvesting and weighing crops, while explaining the methods to be pursued and the object of the investigations that are being carried on by the farmer under the direction of the college.

Farmers Conduct Experiments

During the last 3 years more than 1,500 farmers, under the guidance of extension field agents, have carried on experiments on mea-

sured test plots with fertilizers, or have tried new methods of tillage, or have experimented with varieties of plants, with the object of discovering the most economical way to get increased productivity. I have been forced to the conclusion that, for the money and time expended, no other effort of our college has been as successful as this, and yet I am wondering whether in such efforts for the diffusion of agricultural knowledge we are working most economically and along the best lines.

To be more specific, nearly all books on cheese-making treat of floating curds and how to manage them. Still most cheese makers are unable from reading dairy literature to discover the cause of the trouble or to learn from such reading how to make good cheese from tainted milk. We have found that the only certain way to help and train the troubled factory man is to send an expert to his assistance.

To get the farmer's son we must first get the sympathy and full confidence of the farmer. I fear, however, that we have not yet fully succeeded in accomplishing what we all so much desire. Bulletins, institutes, lectures, all have their influence for good, but even combined they have not fully solved the difficult problem of interesting the rural population along the line of improved agricultural practices nor made them fully realize the need of a wider and more thorough education.

Will personal visits by trained men break down the farmer's prejudice and insure a better appreciation of a specialized education for those who are to occupy and manage our vast acres, or are there other ways that give promise of arriving at speedier and more satisfactory results?

EDUCATION FOR FARMERS

JAMES WILSON

Secretary of Agriculture of the United States

Excerpts from a talk given at the University of Missouri, 1902, in which a strong plea is made for the extension of agricultural educational opportunities to all farm people.

THE HIGHEST AIMS of the University of Missouri should be to educate the people of Missouri, all of them, along lines of greatest usefulness to the people and to the commonwealth. The industries of

the state are greatly diversified, including all the features of national life. The farm is on fallow ground. It is the neglected outfield, the unworked claim. It is a promising subject that will yield the best returns on the investment.

I speak of the people who cannot afford an education and will not have it. The farmers themselves learn of their own affairs as best they can. We are taking the lead in research for scientific truth and have no veneration for the borrowed educational systems of the Old World. Our American carriers excel, our American mechanics excel, our American miners excel, our American manufacturers excel, our systems of government excel. Why should not our system of education excel also, especially for those creators of wealth who never have had a university adapted to their wants nor even a college until within the memory of a man still in the prime of life?

Foreign countries are looking to the United States for educators along these lines. Owners of land properties are inquiring for trained agriculturists at home and abroad. The state colleges and experiment stations inquire for masters of agricultural science to teach and to investigate. Every farm that is being robbed of plant food is crying aloud for better treatment. The vanishing forests distress us with their dying wails, drought-stricken fields admonish us, inferior animals advertise us. The United States Department of Agriculture, the state agricultural colleges, the state experiment stations, the high schools of agriculture, agricultural societies, the agricultural press, authors on agriculture—all require university help in higher education. The specialist also needs facilities to expand into kindred specialties to fit himself for doing some simple thing that has never been done before, to help some producer wrest from nature some truth that has long been hidden.

Agricultural Education For All Farm People

The American people always find the right man to meet the emergency. We want a man now to organize the education for half the people under our flag, the people who till the soil, furnish 65 percent of our exports, and create the wealth of the country from materials found in earth and air and water. We want organization from the primary school to the university and beyond—into the fields, where things grow; into the stable and yard, through which crops go to market;

into the farm factory, where skill should add to value; into the pasture, where skill should direct form, feature, and development; into cultivation, where science should defy drouth and deluge; into fertilization, where observation and experience must be supplemented by education regarding soils and their composition.

The American farmer is waiting and watching for the coming of this man. Are we to look for him in some one of the half dozen institutions that are doing promising work, or will help come from as many sources, and a highway be cast up by several men who realize the needs of our country in this regard? We will look for the coming man in some state where the people see the wisdom of strengthening the producer, where they admonish their representatives to that effect, and where boards of control appreciate the value of this work and apply endowments of state and nation to their legitimate use.

THE "OPEN DOOR" FOR THE LAND GRANT COLLEGE

J. H. HAMILTON

Office of Experiment Stations, United States Department of Agriculture

Part of a speech made at the Land Grant College Meeting, 1905—a ringing appeal to land grant colleges for more extension work.

THE LAND GRANT COLLEGE of today stands at an "open door." It has been set down in the midst of 28,000,000 agricultural people. The educational needs of farmers were never greater than they are today. The power to aid stored up in the land grant institutions was never better adapted to meet country needs. The barriers that once divided science from practice are almost completely broken down. The gates of agriculture, once barred by prejudice against college training, are now wide open.

What more can the land grant colleges wish? "An open door" is all that the gospel message has ever asked. "Free entry" is all that legitimate commerce seeks. "Opportunity" is the only advantage that a capable man desires.

Applying the truth that opportunity carries with it corresponding responsibility, the land grant colleges stand in the midst of the American people responsible for their agricultural salvation. They were created for their deliverance; they were endowed for this; they ought to be officered and equipped and administered for this end.

However much they have done in the past or may do in the future for the aid and elevation of men in their several pursuits and professions of life, they have signally failed of the main purpose of their creation if they have neglected to do for farming people not all that farming people need but all that modern knowledge in agricultural science has made it possible for them to do.

What shall they do for farmers? From the "open door" of opportunity there lie in plain view great fields for whose cultivation the land grant college was designed.

College Extension Work

College extension work embraces (1) the correspondence school of agriculture, (2) the farmers' institute, (3) the movable school of agriculture, and (4) the practice farm.

The obligation of the land grant college is not restricted to the comparatively few who come to its class rooms, who live within its walls. The great mass of agricultural people live outside. Of what value is an "open door" to a man chained to his work a hundred miles away unless out of that door there come to him messengers of help?

The command to these institutions is to "teach." They have fixed location, but their commission to give instruction is not bounded by classroom walls. They were founded to "promote the liberal and practical education of the industrial classes." Where are these classes? For the most part out at work.

In the past the land grant colleges in their class rooms have come to the assistance of farmers by fitting their sons for teaching and for pursuing agriculture as a calling, and by equipping them as investigators and expert scientists for service in the agricultural experiment stations and in the national Department of Agriculture. The "open door" today looks out upon a much wider field. It extends this obligation to giving aid to the farmer himself. The colleges have recognized this obligation—they have equipped and are conducting correspondence schools and reading courses in agriculture, and they are sending out specialists to give instruction in the institutes.

SEAMAN A. KNAPP, HIS PHILOSOPHY, OBJECTIVES, AND METHODS

The following brief review of Dr. Knapp's work for southern agriculture and the excerpts from his talks state in a graphic way his philosophy, objectives, and methods.

SEAMAN A. KNAPP, of Lake Charles, Louisiana, special agent of the United States Department of Agriculture—

submitted to a mass meeting of the citizens and farmers of Terrell and vicinity, held on February 25, 1903, at the Odd Fellows' Hall at Terrell, in Kaufman County, Texas, a proposition to establish a demonstration farm under the auspices of the Department of Agriculture, provided the community would select a suitable place and raise by subscription a sufficient amount to cover any losses that might be sustained by the owner and operator of the farm by reason of following the directions of the department in the matter of planting and cultivation.¹

Dr. Knapp's proposal was accepted, and the Porter Demonstration Farm was established. This was the beginning of his great contribution to Southern agriculture through the development of farm demonstration work.

Summary of Early Agricultural Demonstration Work in the South

In the fall of 1903 James Wilson, Secretary of Agriculture, and B. T. Galloway, Chief of the Bureau of Plant Industry, visited the region devastated by the boll weevil and became personally acquainted with the methods and results of the demonstration at Terrell, Texas. On their recommendation, Congress made an emergency appropriation of \$250,000 to combat the boll weevil. Of this amount \$40,000 was assigned to Dr. Knapp to determine what could be done by "bringing home to the farmer," on his own farm, information that would enable him to grow cotton despite the presence of the weevil.

Dr. Knapp established headquarters at Houston, Texas, in January 1904, and took council with farmers, merchants, railroad presidents, and other business men. Contributions of money, railroad trains, passes, and other aids were received. In 1904 agents were employed in Texas, Louisiana, and Arkansas. In 1905 the work was expanded to include Oklahoma and Mississippi.

¹ From Midland Railroad Literature.

The demonstration work attracted the attention of the General Education Board, which was established by Rockefeller in 1902 and incorporated by Congress, January 12, 1903, "for the promotion of education within the United States of America, without the distinction of race, sex, or creed." Arrangements were made with the Board for conducting demonstration work under the direction of the United States Department of Agriculture throughout the Southern States outside the boll weevil belt. Dr. Knapp's headquarters was established in the Department of Agriculture at Washington.

In 1906 the number of demonstration agents was 24, of whom 4 were paid by the General Education Board. In 1908 there were 157 agents in 11 states, of whom 85 were paid by the Board. In 1910 the work was in progress in 455 counties in 12 states and there were 450 agents. In November 1906 the first county agent, W. C. Stallings, was appointed in Smith County, Texas.

In 1909 Dr. Knapp undertook the organization of boys' club work. In 1910 the girls' canning clubs of the South were started in Aiken County, South Carolina.

In the Yearbook of the Department of Agriculture of 1909, Dr. Knapp explained the general plan of organization and administration of his work as follows.

The farmers' cooperative demonstration work is conducted by a special agent in charge, who reports direct to the Chief of the Bureau of Plant Industry. There are five general assistants and a full office force; also a corps of field agents is employed, classified according to territory in charge, as state, district, and county agents. These agents are selected with special reference to a thorough knowledge of improved agriculture and practical experience in farming in the sections to which appointed.

The county agents are appointed mainly on the advice of local committees of prominent business men and farmers conversant with the territory to be worked. Each agent has in charge the practical work on one or more counties, strictly under such general directions as may be issued from the central office at Washington, D. C. District agents are expected to have not only a knowledge of scientific agriculture, but to be practical farmers and to have had considerable experience in the demonstration work. State agents are strong and capable men, who have shown their ability to carry out successfully the instructions of the central office over a large territory and they are especially qualified for the work by the possession of the tact necessary to influence men.

Excerpts from Speeches by Dr. Knapp¹

At Mississippi Agricultural and Mechanical College, June 30, 1894

Now let us have an education of the masses for the masses, one that will fit them to become a great, honest, faithful, intelligent, toiling, thrifty common people, upon which alone great nations are founded; obedient to orders, but not servants; tenacious of right, but not anarchists. For once in the history of civilization let us have a common people thoroughly trained within the lines of their duties, full of science and how to get a living, refined, courageous, and loyal to government and to God.

Colleges of agriculture and mechanic arts: Your work will not be done until every farm house in the broad land is united by a highway so well constructed that the common wagon is equal within the limit of its work to the exclusive car; until the railroads of the country shall cease to arrange schedules to see how much they can wring from toil, but rather how much they can contribute to a nation's wealth; until our work shops are supplied with such marvelous machinery, handled with such skill and economy, that in every industry we shall not only supply the wants of our own people but successfully invade every market of the world; until every wage-earner shall be a skilled craftsman and a freeman in his own home and shall feel a yeoman's pride with a yeoman's privileges; until every farmer and planter shall be so well instructed that he will mold the soil to his profit and the seasons to his plans, till he shall be free from the vassalage of mortgage and the bondage of debt and become a toiler for pleasure, for home, for knowledge, and for country; until capital and labor shall unite under the leadership of knowledge and equitably divide the increment of gain. Your mission is to solve the problems of poverty, to increase the measures of happiness, to add to the universal love of country the universal knowledge of comfort, and to harness the forces of all learning to the useful and the needful in human society.

At the Ninth Conference for Education in the South, Lexington, Ky., May 4, 1906

There is only one effective way to reach and influence the farming classes, and that is by object lessons. The demonstration must be

¹ From a pamphlet compiled by O. B. Martin and H. E. Saverly.

simple, and at first confined to a small area. Two or three acres will give just as good a test as a larger tract, and at the commencement the farmer is more likely to successfully carry out a demonstration on a few acres than on his entire farm. When he sees the advantage of the better methods he will increase the area as rapidly as possible. Generally the farmer has neither machinery nor teams to inaugurate the plan on a larger scale at first.

The men who act as field agents must be practical farmers; no use in sending a carpenter to tell a tailor how to make a coat, even if he is pretty well read up on coats. The tailor won't follow. The farmer must be a recognized leader, progressive, influential, and able to carry public opinion with him. Public opinion is brought into harmony and made forceful by the support of the press and by the cooperation of the best farmers, the leading merchants, and the bankers.

Sometimes farmers have peculiar views about agriculture. They farm by the moon. Never try to disillusion them. Let them believe in farming by the moon or the stars, if they will faithfully try our methods. It does not pay agents to waste good breath on such matters. Avoid discussing politics or churches. Never put on airs. Be a plain man, with an abundance of good practical sense. Put your arguments in a sensible, practical way. Obtain the country village influence and induce the citizen to give active aid. When the tide of local opinion has set in favor of better methods of farming it will be found easy to maintain interest. In the monthly rounds of inspecting farms, never fail to notify 8 or 10 of the prominent men in advance, and have as large a company as possible visit the demonstration farm with you.

Can agricultural conditions be changed by simply talking? No. By demonstrations? Yes.

Science loudly boasted its power to unfold the mysteries of the soil; it grandly pointed to the water, the atmosphere, and the sunbeams and claimed the power to harness these to the chariots of agriculture and bring to the earth a wealth of production, fabulous and inconceivable; but science in its relation to agriculture has, as yet, been mainly a beautiful dream and a gilded vision. So far as the masses are concerned it is a failure of application and not of merit. Relief came, but in a way never anticipated by the people. The people expected relief by some miracle of finance, a relief without toil, the bounty of the nation, of the gift of God. They were amazed when told that permanent help could come only by human effort, that they must work out their own salvation, just as prosperity, liberty, and civiliza-

tion can never be donated to anyone but must be wrought out, fought out, and lived out, till they are part of the being of the people who possess them.

The time is opportune for this great demonstration work. Friends will rise up to aid it. Providence, destiny cannot be thwarted. The revolution must continue until the problems of poverty are solved, the measure of human happiness full, and the reproach that has hung over our rural domain, by reason of unthrift, ignorance, and poverty, shall be wiped out and America shall possess a yeomanry worthy of a great nation. In advocating a campaign of demonstration for increasing the earning power of the people on the farms I would not detract from any line of spiritual or intellectual uplifting. Churches must be established, schools and colleges maintained, science taught, and country betterments promoted, but they must keep step with increasing productive power. I am simply calling in question the possibility of obtaining all these grand results of a high civilization without any money to pay the cost and without earning power to sustain them.

*At the Conference for Education in the
South, Pinehurst, N. C., May 30, 1907*

The credit system has been a potent factor in depressing agriculture. To some extent it might have been a necessary evil in a limited way 40 years ago, but it prospered and became dominant, oppressive, and insolent. It unblushingly swept the earning of toil from the masses into the coffers of the few. It substituted involuntary for voluntary servitude; ownership by agreement and poverty by contract under fear of the sheriff for the ownership by birthright and a government by proprietary right. So we have lived under a slavery where the chains are ingeniously forged and the bands riveted with gold.

Farm renovation and maximum crop production are now fully understood and they can be explained and illustrated in such a simple and practical way that it would be a crime not to send the gospel of maximum production to the rural toiler. It has been said that farmers are a hard class to reach and impress. That is not my experience. They are the most tractable of people if you have anything substantial to offer—but they want proof. Men who till the soil do not take kindly to pure theories, and no class can more quickly discriminate between the real farmer and the book farmer.

The message to the farmers must be practical and of easy application. Who shall take this message? Our experience is in favor of agents who are farmers of fair education and acknowledged success on the farm. They may make mistakes, from a scientific standpoint, in delivering the message, but these are easily corrected. The main thing is to induce the farmer himself to act, and no one can do that like a fellow-farmer. Of what avail is it that the message be taken by a man of science if the farmer will not give heed? In general it is not the man who knows the most who is the most successful, but the man who imparts an implicit belief with his message. The greatest failure as a world force is the man who knows so much that he lives in universal doubt, injecting a modifying clause into every assertion, and ending the problems of life with an interrogation point.

The power that transformed the humble fishermen of Galilee into mighty apostles of truth is ever present and can be used as effectively today in any good cause as when the Son of God turned His footsteps from Judea's capital and spoke to the wayside children of poverty.

The environment of men must be penetrated and modified, or little permanent change can be made in the farmer. His environment is limited generally to a few miles. The demonstration must be carried to this limited area and must show how simple and easy it is to restore the virgin fertility of the soil, to multiply the product of the land, to increase the number of acres each laborer can till by three or four fold, and to harvest a profit from untilled fields by animal husbandry. This is our farmers' co-operative demonstration work.

A further advance in the real uplift of rural conditions consists in teaching farmers' wives and daughters how to feed, clothe, and doctor their families.

Let it be the high privilege of this great and free people to establish a republic where rural pride is equal to civic pride, where men of the most refined taste and culture select the rural villa, and where the wealth that comes from the soil finds its greatest return in developing and perfecting the great domain of nature that God has given to us as an everlasting estate.

***To the State Teachers' Association
of South Carolina, July 1907***

Our large cities are danger places on the map of our republic. Homes are so costly that only the rich can own them—the poor and

even those of considerable earning power are tenants at will. The industrial enterprises are vast, and it requires enormous wealth to handle them. Each supports an army of employees—all dependent upon a managing will.

The true representative of liberty is the man who owns his farm home in the country. He is not obliged to vote for his job, and his segregation breaks the spell of mass leadership. He stands for an independent political unit instead of the mass units of cities.

The farm must be made a place of beauty, so attractive that every passing stranger inquires, "Who lives in that lovely home?" The house is of minor importance—the gorgeous setting of the trees and shrubbery holds the eye.

We must have the richest training. The greatest schools for the human race are our homes and the common schools—not our colleges and universities—for they are greatest in the amount and value of the knowledge acquired. A country home, be it ever so plain, with a father and a mother of sense and gentle culture, is nature's university and is more richly endowed for the training of youth than Yale or Harvard.

Peerless among all teachers is that high priestess of the home, whom we know as mother. She inspires as well as instructs. Next to her in work and worth are the common school teachers. They supplement the home training and lay the foundations of knowledge along the lines of wisdom. The greatest event in human life is the awakening of the infant intellect. The greatest of all acquisitions is common sense. Common sense is simply a wide and perfect knowledge of common things and how to use them.

If much can be done for boys to interest and instruct them in their life work, more can be done for girls. Teach them to mend, and sew, and cook; how to adorn the simple home and make it appear like a palace; how by a simple arrangement transform the environment of the home into a place of beauty.

In the United States the art of cooking is mainly a lost art. There are communities where not to be dyspeptic is to be out of fashion. If we could have some lessons on how to live royally on a little; how to nourish the body without poisoning the stomach; and how to balance a ration for economic and healthful results, there would be a hopeful gain in lessening the number of bankrupts by the kitchen route.

I am ashamed of the young man who is afraid of toil, and I pity the girl who keeps soft, white hands. Let the young man glory in his rugged physique, and let the young woman be proud of the common things she can do and not of her delicate hands. We are rapidly becoming a nation of idlers. In the towns more than half the population does nothing towards earning a support, if we count all the men, women, and children who could do something. These half-grown boys and girls could if they would make a garden and raise the fruit and poultry to support the family. It might burn their skins and soil their hands, but it would aid the family pocketbook and help the family character. There is no sufficient reason why every American family should not own a good home and have a snug sum laid by for a rainy day—except our laziness, our lack of thrift, or possibly sickness, and nine-tenths of all sickness is due to malnutrition, which is another name for ignorance.

What can you, teachers, do to help our rural conditions? Everything. You are essential parts of the greatest of all universities—the home. You have charge of the extension courses. You can inspire in youth a love of knowledge and make all its avenues look delightful. You can unlock the books, which are treasure houses of human wisdom, and give them a golden key. You can cause the soil to become more responsive to the touch of industry and the harvest more abundant to meet the measure of a larger hope. You can add to the comforts of the home, shape its environment into lines of beauty, and increase its attractiveness, till the home shall become the greatest magnet of our people.

You can create a love of investigation and give it direction. You can enlarge the knowledge of the people in common things and thus lay the foundation of common sense. At your instance fingers will touch the lines of deftness, mechanical skill will become universal, and thrift and alertness will transform the toilers into captains of industry. A great nation is not the outgrowth of a few men of genius, but the superlative worth of a great common people.

Politeness is the material expression given to human kindness. Your mission is to make a great common people and thus readjust the map of the world. The keystone of American civilization is the home; by some mysterious social convulsion it has become loosened; you can reach it from the pedestal of the common school, push it to its place, and cement it in a way that will be enduring.

***At a Meeting of Agents in
Demonstration Work, Macon,
Georgia, September 16, 1910***

It is on the thrift, prosperity, and independence of the average man that our citizenship is based. Now, where must we start? In thinking out this problem the main point is to start at the bottom. In attempting to raise the condition of the colored man we frequently start too high up, and in talking of the higher progress we talk right over his head. When I talk to a Negro citizen I never talk about the better civilization, but about a better chicken, a better pig, a white-washed house.

It is also realized that the great force that readjusts the world originates in the home. Home conditions will ultimately mold the man's life. The home eventually controls the viewpoint of a man; and you may do all that you are of a mind to in schools, but unless you reach in and get hold of that home and change its conditions you are nullifying the uplift of the school. We are reaching for the home. If the home lacks culture and the boy fails to get the right training, there is a weak spot in his character that no future teaching can help very much.

The matter of paramount importance in the world is the readjustment of the home. It is the greatest problem with which we have to deal, because it is the most delicate and most difficult of all problems.

Your value lies not in what you can do, but in what you can get the other people to do. Get that sense into a boy and he will take up farming, and if he knows a few fundamental principles he will apply the rest. Teach him the importance of knowing a few things well, of system, and of thrift.

Get down to where people can understand, touch the bottom, and lift. We try to teach the farmer greater thrift, to raise his own provisions, to can his vegetables, so that he may have them the year round; that he must put this money into a better home, and so percolating and drifting through his home there will be a broadening element and there will be a gradual uplift of conditions. And as there is an uplift and improvement of conditions the men themselves will become a little broader, a little straighter, a little firmer. At last this home society where he must live, this rural society, will be a great dominating force in the land, and we shall become a pattern, not only to our own country, but to all countries, showing how a great and free people were able to readjust their conditions.

***To the Southern Education Association,
Chattanooga, Tenn., December 1910***

A large proportion of the vast wealth created annually from the soil ultimately enriches the city, instead of developing and improving the resources of the country.

The most failures in farming are on the business side and not on the scientific side. Learning agriculture (which is a compound of the following ingredients—one-eighth science, three-eighths art, and one-half business methods) out of a book is like reading up on the hand saw and jack plane and hiring out for a carpenter.

No young woman is quite half educated who is not a postgraduate in household economy, especially in preparing the food needful for the farmer, in making and repairing the clothing, in the orderly arrangement of the household, in the laws of health and care of the sick, in the management of the domestic fowls, and in the knowledge of the trees and plants required for useful or ornamental purposes. An idle saint only differs from an idle sinner in a coat of paint and direction.

The lessons in domestic science should be such as are directly applicable to the farm; the better home should be the farm home; the better cooking should be the simple, homely, but nourishing dishes of the farm. Equal facilities should be afforded girls in the lines that will fit them to take charge of a household.

PERRY G. HOLDEN, A GREAT TEACHER

R. K. BLISS

Director Emeritus, Iowa State Extension Service

Holden's great service to agriculture lay in his ability in selecting important things to be done and in his sound teaching methods. He made large use of demonstrations and utilized actual products, charts, and other equipment, and insisted on the active participation of local people in educational efforts.

IN 1902, P. G. HOLDEN, then manager of a seed-corn business, received an invitation to give lectures on corn growing at the farmers' short course at Iowa State College. A short course held at the college during the previous winter and confined to livestock had been successful, but the question that troubled the college people was, Could

the study of a dry subject like corn be made attractive enough to interest a farmer audience? Since farmers did not have to pass an examination, they might walk out of a class if they were not interested.

An Early Corn-Growing School for Farmers

The college people decided to give corn a trial, but they were cautious and allotted only a small time daily to it. Holden was selected to make the trial because while at the University of Illinois he had conducted what was said to be a successful winter corn school for farmers.

The practical farmers who came to the college for the short course in 1902, instead of walking out on the corn work, actually declared that they wanted more time to study corn. They got together as people do when they have complaints, appointed a committee that met with Holden, and asked him if he could possibly give them more time. He jokingly replied that the program was made up and couldn't be changed but that he could meet them anytime between 2 o'clock and 8 o'clock in the morning.

Later, in Professor Holden's words, "the committee came to me and rather hesitatingly wanted to know if 5 o'clock in the morning would be all right." "Certainly," I said, "but be sure to bring lanterns (college electric lights were not on at that time) and also your breakfast lunch, and be on time." The next morning they came at 5:00 a.m., with lanterns and lunches, and every morning thereafter until the close of the short course.

A teacher good enough to get a group of practical farmers to bring lanterns in order to have a 5 o'clock morning class in corn growing aroused the interest of President Beardshear, who thereupon had a talk with him. The final result was that Holden came to Iowa State College in the fall of 1902 with the title of Vice Dean and Professor of Agronomy. This was the beginning of his great contribution to extension work.

County Farm Demonstration Work Established in 1903

The idea of having a county demonstration farm at some central point came out of a discussion among farmers. In the winter of 1903 a farmers' institute was in progress in Hull, Sioux County, Iowa. The farmers present were debating whether experiments conducted

on the experimental farm at Ames would apply equally well to conditions about 200 miles distant, in Sioux County. While the discussion was in progress Professor Holden came to the institute and was called upon to give his opinion. His reply was, "You are discussing a matter of very great importance to agriculture," for he held the view that local crop demonstrations close to the people were of tremendous value. He expressed the opinion that every county should put on demonstrations and have someone in the county to direct the demonstration plots, advise the people as to their problems, and work with the farms boys and girls.

As a result, a county demonstration farm was established near Orange City, in Sioux County, in the spring of 1903. To get local funds, a group of farmers and interested business men met with the County Board of Supervisors. There was no law authorizing the Board to make an appropriation, but the evident interest of the farmers induced it to provide land, labor, storage space, and a cash fund for local expenses. This was the beginning of substantial county tax support for extension work in Iowa. Approximately 100 farmers and seed-corn growers cooperated in this first demonstration.

The Sioux County farm demonstration plan provided for county funds and for state and federal funds through help furnished by the college. It also provided for large-scale farmer cooperation. The plan adopted was fundamentally the same as that now carried out in cooperative extension work generally.

The plan spread rapidly. In the spring of 1906 before the Iowa Extension Service was created by the State Legislature, there were 10 county demonstration farms, each requiring about 4 months of a college man's time. For the first 9 years, or until full-time county agent work developed, the number of county demonstration farms averaged about 15. With the funds available this was all the college could take care of. At that time the work began to shift to full-time county agent work.

Demonstration of Striking Differences in Seed Corn

In 1903, when the demonstration farm was set up in Sioux County, the farmers of Iowa were planting about 8 million acres of corn each year. Some farmers took care of their seed, but the usual method was to pick seed corn out of cribs in spring. Holden maintained that one of the principal reasons for the low acre yields was the planting

of poor seed, much of which did not grow at all or was weak and of poor breeding.

The first demonstration of the Sioux County farm therefore had to do with a comparison of yields of seed corn then actually being planted. Samples from about 80 farmers were obtained for this purpose, and about 20 additional samples were procured from professional seed-corn growers and seed houses. Great care was taken to conduct the demonstration fairly. Each seed sample was planted by hand, 3 kernels to the hill. Some were also planted in three or four different places in the field to reduce errors due to differences in soil.

The comparison of seed corn from the two sources proved to be a most effective demonstration, striking differences being evident in yields, due principally to the planting of weak and dead seed. The results of the demonstrations provided much of the material later used in the widespread educational campaign for better methods in selecting and caring for seed corn.

The county demonstration farms also located high-yielding varieties of corn. Farmers and seed growers who furnished these varieties were publicized in the papers, and such seed was in great demand. The increased use of high-yielding varieties of corn was one of the most important results of the demonstrations. Oats, alfalfa, and other crops also were grown on the demonstration farms.

The results of county farm demonstration work were effectively and widely used in publicity, in talks, at institutes, in short courses, in schools, and on seed-corn trains. The progress made among farmers in the selection and care of seed corn was immediate and impressive.

Seed Corn Trains an Early Effort to Reach Large Masses of Farmers

The seed corn trains organized by Professor Holden in Iowa were one of the first efforts to reach large numbers of farmers. For the 2 years 1904 and 1905 the "Seed Corn Gospel Trains" made it possible for the college to present the message of better seed at 1,235 meetings, reaching 145,363 people, in 10,000 miles of travel. Newspaper publicity concerning the trains was remarkable. Within a few years 200,000 copies of Bulletin 77 of the Iowa College on the selection and care of seed corn were distributed.

There was, of course, no way of actually determining the results of this widespread educational program for better seed corn through trains, county demonstration farms, publicity, short courses,

and institutes. The overwhelming majority of opinion in Iowa at the time, however, was that many millions of bushels of corn were almost immediately added to Iowa's corn crop. The more careful selection and care of seed corn received an impetus that reached every community in the state, one that was never lost.

The plan of reaching large numbers of farmers by trains spread, and in 1906 the trains had been operated in 21 states. Various agricultural problems also were thus presented to the people. The movement reached its peak in 1911, when 71 trains were run in 28 states, with an attendance of 995,220. The education train was by this time being supplanted by more intensive methods, with improved finances and increased personnel. Let it not be forgotten, however, that the educational train did a tremendous service to agriculture in the early days of extension by making it possible for a few workers to reach many people.

Rural School Teaching Experience

The following account of Holden's early experience as a country school teacher in Michigan, and of his early interest in corn, illustrates an important characteristic of successful extension workers—the ability to meet situations as they arise and if need be with new methods. As related by Holden:

In the winter of 1886-87 I was teaching a little district school in Michigan and was about as unsuccessful as the average country school-teacher. A few of my pupils seemed to show an almost human interest in their studies, but with most of them study was merely a matter of going through the motions. When it finally dawned upon me that perhaps this deadly indifference was quite as much the fault of the system, the textbooks, and the teacher as of the pupils, I determined to see if I couldn't find out what the boys were really interested in and so meet them on their own ground.

"Boys," I said to them, "About the biggest thing in this country around here is corn. When anything threatens the corn crop you can read it in your father's face. And when a big crop of corn is harvested you begin to count on a fat Christmas and other good things at home. Now, it seems to me that we ought to look into anything as important to all our homes as corn and see what we can learn about it. Perhaps we could find something that might help your fathers to get a larger and surer crop. And because common sense teaches us that to get a good crop we must have good seed, let's have a little seed show of our own, right here in school. I'd like to have every boy ask his father to pick out the best ear of corn grown in his field. Then we'll get them together and talk it over."

The instant this proposal was made I saw a new light appear in the face of Dick, the dullest boy in school. He seemed to awaken suddenly. Book lessons were

remote and unreal to him, but corn was tangible and interesting. Every boy brought an ear of corn, selected as being the best that the home farm had produced. It was the liveliest day that schoolhouse had ever seen. The dull boy was fairly tingling with interest. I judged those ears as carefully as I ever judged any corn later in life at any national corn show. The grading of each ear was explained in detail and discussed until every boy agreed that the decision was fair. To my great regret the awakened Dick had brought the poorest ear of all and was more abashed over this failure than he had ever been when he flunked in reading, writing, or arithmetic.

For 17 years that school had not been visited by a parent or patron except on state occasions. But the next morning I had two callers. The first was Dick's father. He bolted in without knocking.

"Say," he exclaimed by way of introduction, "Dick says my ear's the poorest of any. I don't believe it."

We laid out all the corn on my desk, and I asked Dick to pick out his ear. He did so in a sheepish, shamefaced way.

"Well," commented the father, "It was kind of dark when I picked it out. I know I've got better corn in the crib than that."

Then we had a corn talk in which Dick spoke more words than had passed his lips in the classroom before. He had found himself—and what is more, I had found him and his father too.

From that moment I had the key to the situation. We improvised a very simple corn tester, and the results of the test were awaited with keener interest by every boy than had been any examination ever held in that schoolhouse. When the germinating period was finished, the boys were given a taste of a new kind of arithmetic—in fact they didn't know that it was arithmetic. First we made a test to compute the percentage of germination. Next we figured the loss from poor germination as compared with the tests of the best seed corn crop of the township.

The boys were open-mouthed at the results, and every one of them went home and demonstrated to his father how much he was losing on his corn every year by planting inferior seed. There were corn conferences in every household, and the final result was not only a great stride in the educational work in that school district but a decided improvement in the corn crop, owing to the better selection of seed corn and the testing of nearly all seed used in the district.

I think the effect of our seed-corn experiment in the classroom was as great upon myself as it was upon Dick, although he was transformed from the dullest boy in the school into one of the most earnest and interested of pupils.

As for myself, the disclosures of that experiment amounted to something like a revelation. That experience gave me a jolt that influenced my whole career. Instead of burying myself in books, I studied the boys of my district and spent every available hour of my time in their homes or working with them in the fields and barns, finding out in what they were interested. From these researches I framed the work in the classroom and made a consistent attempt to hook up all the lessons with the actual life of the pupils.

Holden's Philosophy—Excerpts from Talks and Comments

LIKE ALL GREAT TEACHERS, Holden had the inspirational or spiritual quality that drew people to him and in his approach he was extraordinarily successful. When asked by the Roosevelt Country Life Commission why he made such a great effort to get people to improve their seed corn, he replied, "To save men's souls. It is much easier to influence and interest men through their corn side than it is through the spiritual side. One must have contact, a place to begin."

From Talk on Greater Iowa

No country can be greater than its people. I do not believe any other people on the average have higher standards than the people of Iowa. I say this after years of close contact with the people of this and other states.

We have been told over and over again that Iowa is a great state, which is another way of saying that we, the people, are great. We have come to believe it, and herein lies the danger. Whenever the people of a state become self-satisfied and contented with what they have, there is danger that they may not fully measure up to their opportunities.

However well we may have done in the past, there are even greater opportunities and need for improvement in the future. Much has been given to us in the way of natural resources of land and of humanity, therefore a great obligation rests upon us to conserve this heritage, not only unimpaired but improved for those who are to follow us.

From Talk on Education and Teaching

I think we will agree that true education is the training that fits one for the duties of life, and I mean all the duties—spiritual, moral, intellectual, and social, and the industrial and commercial as well. For example, what will be the duties of the girls of Iowa? To make homes—real homes, which are the bulwark of our state—and no small part of the duties of each home will be the cooking, sewing, nursing, scrubbing, decorating, and looking after its health and sanitation.

How much of these are we teaching in our rural and high schools and in our colleges? The same condition largely exists with reference to agriculture, manufacturing, and in the trades and transportation.

Education is not the heritage of the few (the professional) but of the many—every one. It should not be the primary business of our

rural, graded, and high schools to fit the boys and girls for the universities, where less than 4 percent ever go. It is true that we must provide an open path to the college and university for all who are able to travel it, but that should not be the chief end of our schools. The real business of our educational system should be to drive ignorance out of the highways and byways of our state, and substitute knowledge, enlightenment, and training for some useful work.

Our high schools and colleges must face about towards the people who support them, and instead of devoting all their energies to the "rearing of one mighty man," must devote more and more of their attention to the rearing of a mighty race of common people.

This country has most to fear from the idle rich and the "down and outs." We have been educating away from the common affairs of life. After all, the so-called common duties of life are the really great things of this world.

In the future our endowed and state universities, our colleges, and our high schools will increasingly do more than wait for the pupils to come to them. They will go out to the farms, the factories, and the mines and to the homes and slums to serve humanity. Carrying back to all the people what all of them have helped pay for will be one of our mottoes for years to come.

Did you ever hear this sentiment? "Now John (or Sarah), get an education so you will not have to work and save and struggle as your pa and ma have had to all their lives." I have heard it scores of times, from both teachers and parents. Our homes and our schools should teach our boys and girls to get an education so that they can do more work for this world—be more efficient. More than that, we should teach them to love to do the common every-day things of life. They should also be taught that the highest achievement is not to beat their competitor, but each day to beat their own record of accomplishment.

Teaching in terms of the child's life and surroundings is the best way to teach or to preach, no matter what may be his or her future business or occupation.

EXTENSION WORK WITH WOMEN—ITS PLACE AND IMPORTANCE

NEALE S. KNOWLES

Head of Home Economics Extension, Iowa State Extension Service

Part of an address at the Land Grant College Association Meeting, November 1911, pointing out that extension work really succeeds when it results in better homes, better living, and better people. Miss Knowles was one of the strong pioneers in putting home economics extension on a sound and constructive basis.

EXTENSION WORK aims to interest three classes of people: (1) Those who have had limited opportunity for education, (2) those whose education has been interrupted by an absorbing interest in business or pleasure, and (3) those whose interest in mankind and the best living conditions has been partially overshadowed by their own particular lines of education. Men and women are to be found in all three classes, and each class must be planned for if extension work is to reach out to its possibilities. It must also be kept in mind that each of these classes is represented in both town and country.

Better People—Better Homes

The real purpose of extension work is to foster better home life, better community life, greater interest in humanity, and better living conditions everywhere in town and country. Extension workers are striving for the same ends that the teacher, the preacher, the right-minded commercial club, the earnest woman's club, and all public-spirited citizens are striving for—better homes, better boys and girls, higher standards of living. Extension work chose, as a means to that end, improved methods of agriculture and home economics.

If a woman is to be successful in the business of home making, her 24 hours of each day must be so wisely divided as to give time for work, time for rest, time to sleep, and time to become acquainted with her family and their needs and to formulate plans for their betterment. She must also have time to keep pace with the world's best efforts if she expects to become a guide and inspiration to the boys and girls whose habits and tastes depend so much upon the mother's personal interest in their work and play. Her duty to her family does not cease when she has clothed and fed them or when she has helped to pay for the farm. She is treating neither herself nor her family

fairly if she allows her work to become tiresome, monotonous drudgery through lack of proper home equipment or through an utter lack of that helpful inspiration that comes from contact with people.

Women Can Lead in Community Work

It is the inspiration from without the home that results in the new heating and lighting plant in the rural school. I heard one woman say, "I heard about this heating system at the farmers' institute. I wrote for prices, and now we have the system in our school." This same inspiration leads the farm woman to realize that the country church is dreary and badly out of repair. She writes to a member of a successful country club in the next county and asks what they did, and just how they managed to interest people, and what efforts were put forth to beautify their church building and make it the center of life and source of inspiration in their community.

If her interest is once aroused, the woman with a family will be more actively at work for better schools, better churches, better traveling or local libraries, better home equipment, more social life in the community, a more wisely divided income, and more real pleasure in the home. Her efforts should be looked upon as an important phase of her business of homemaking, rather than as a fad or as false evidence that she is neglecting her home.

Ways Whereby Extension Reaches Larger Numbers of Women

The farmers' institute gives an excellent opportunity for town and country women to work together to their mutual benefit. It is this hearty cooperation and mutual understanding that does so much to strengthen both the town and the country community. The institute gives the woman on the farm an opportunity to become better acquainted with improved farming methods and equipment; and it gives the man the time and the opportunity to stop and consider a bit concerning the needs of a well-equipped home. If he has not given the family a good, reliable cook stove, but has given himself an automobile and many of the latest and best articles of farm equipment, his eyes are opened to the fact, and his conscience and his good sense begin to take counsel together.

The farmers' institute gives ample opportunity to interest the girls, as well as the women. To this end, the bread-judging contest,

the exhibit of sewing, and exhibits of pantry stores are most helpful when especially arranged to interest the girls. In addition to this, the time on the institute program devoted to the rural school exhibit helps the girls feel that this meeting is partly their meeting.

If special train work is the phase of extension to be worked out, experience shows that most profitable lectures can be arranged for the women and children, whether the train be for dairy, small grain, hog, or road betterment. In each case, there is a phase of the subject that touches the woman's interest, throws some light on home tasks, and gives new inspiration for study and improvement. The demonstration farm picnics, the short courses, the farmers' clubs, and county and state fairs give opportunity for extension work for women.

Organization Needed

Organization is a strong factor in extension work. A little club of 9 women in a farming community financed and managed a 1-week short course, at which they were taught regular domestic science lessons for 4 hours daily. Nearly all the 70 women present drove at least 5 miles to the meeting. The work of the club women did not stop there, however, for at least five similar meetings will be held as the outgrowth of that one.

Leadership in organization is important to success in community work. A woman with a large farm and a spirit of good fellowship made this generous offer: "I will give the women and girls of this township all the corn they will husk on October 25. This corn is to be sold and the proceeds used for the improvement of the country church." The women and girls responded in such numbers that 500 bushels were husked. The day was made a gala day, with a big picnic dinner; and you know that the good feeling and close fellowship caused by the day's work did the church as much good as did the increased bank account. That woman through her strong leadership will help other women in her community to "find themselves" and discover that they too have the power to lead and direct.

If extension workers teach in harmony with present-day principles, they make good citizenship their chief aim. It may be through corn, or through household problems, but that is the end in view. To reach that end there must be a readjustment of ideas concerning the use of time, money, energy, and interest. Extension work is not for country women, not for town women, but for all women who believe

that "education is the correlation of learning with every-day life." It is for all women who are interested in humanity and in living conditions that will make better boys and girls. It is for all women who feel that public opinion, right or wrong, for the next generation is being molded now, by our schools, our homes, and our community conditions.

BOYS AND GIRLS' CLUB WORK IN THE SOUTHERN STATES

O. H. BENSON

*Assistant in Boys and Girls' Demonstration Work, Bureau of Plant Industry,
United States Department of Agriculture*

Part of an address at the Land Grant College Association Meeting, 1911—an inspiring early statement of the purpose, scope, and development of boys and girls' club work in the Southern States.

THE BOYS AND GIRLS' club work of the South has been organized and promoted in recognition of the fact that we must conserve equally well all the four-square (home, farm, school, church) interests of the rural home.

The demonstration club work has for its purpose arousing interest in and wholesome respect for the farm and the rural home among all members of rural communities; teaching children the primary lessons of agriculture and home life, and carrying to them the useful and practical information that has been crystallized into working form in class room and at experiment stations; encouraging club members to become constructive citizens—producers, as well as consumers; teaching and demonstrating on the home acres that greater yields at less expense and on fewer acres are entirely possible in American agriculture; and showing the relation of the club acre, the garden plot, and all the home interests to the common school and its class room and textbook instruction.

I. O. Schaub, our state agent in charge of the club work in North Carolina, has explained to you the general methods of conducting the work in the states, the methods of organization, the use of awards, premiums, and prize trips, and the methods of reporting at the end of the season; and it will be my purpose to illustrate, by the use of lantern-slides, Professor Schaub's address.

Four-H Club Work For Every State

I wish to emphasize the need of boys and girls' club work as a part of the extension work in every state and as a very necessary part of the special agricultural work of the Department of Agriculture.

In advocating boys and girls' club work, I would not have you understand that extension work among our men and women is not important; indeed, the matter of educating the adult is the backbone and mainspring of our club work. Without it we could not succeed to the same degree. Our work needs to be established as a "man's job," as Dr. Knapp put it, in order to capture our youth.

Dr. Knapp insisted on organizing and thoroughly establishing the men's demonstration work first. He endeavored to make the boys' work the work of men, to get the best citizens in each community interested in it, and so dignify it in the minds of the boys.

Our office at Washington is constantly besieged with letters from boys and girls who are a year or more over 18 years—our maximum age—asking permission to be members of the corn clubs. You ask, why? Because it is a "man's job."

County System of Supervision

In many of the Southern States a county system of agricultural supervision is a realized fact. In Alabama this system has been most highly developed. I advise that you consult C. C. Thatch, President of the Alabama Polytechnic Institute, J. F. Duggar, of the experiment station, and L. N. Duncan, of the extension department, all of Auburn, who will tell you how, through and in cooperation with these institutions, the farmers' cooperative demonstration work of the Department of Agriculture has perfected an organization that bids fair to eclipse anything ever planned for efficient agricultural education in this or any other country.

The money for this purpose is appropriated jointly by the state legislature of Alabama and the national Department of Agriculture. The executive management of business affairs is delegated to a cooperative agricultural board, consisting of the director of the Alabama Experiment Station, the superintendent of extension work, the commissioner of agriculture, and two practical farmers, acting in conjunction with our division leader, Bradford Knapp.

The State of Alabama has a cooperative demonstration agent in every county, and in some of the larger counties two local agents. It is

the business of these agents to get farmers' boys and girls to become demonstrators on one or more acres of their land for their own benefit and for the instruction of neighbors. In this way they become true message bearers for the college of agriculture, the experiment station, and the department; and to these farmers the A B C's of better farming are now being taught more effectively.

Club and College Work Conducted Cooperatively

Two men, with offices at the agricultural college, have full charge of the boys' corn club work of the state; and all the state, district, and county agents are men of sound agricultural education and ability to teach. Most of them are graduates of agricultural colleges. Then in addition to these leaders, we have a woman, with normal school and domestic science training, in charge of our girls' garden and canning clubs.

In connection with our boys and girls' club work, we have excellent cooperation with the agricultural and mechanical colleges of the Southern States; and our state agents in charge of the boys and girls' work have their offices at the colleges and receive part of their salaries from the college fund. Up to the present time no such arrangements have been completed in Oklahoma and Texas.

Last year we had an enrollment of 46,226 boys in our corn clubs in 11 Southern States; and, of this number, more than 200 raised 100 bushels or more per acre. The 11 who made the highest yields with the greatest economy had an average yield of 124 bushels.

It is the custom of commercial organizations, booster institutions, or interested individuals to give the boys who make the highest yields at lowest acreage cost, and submit well-written reports, a free trip to Washington, D. C., where they are entertained and given opportunity to see the places of historic and national interest. Secretary Wilson gives a certificate of honor or diploma for agricultural achievement. This year the 12 state winners will meet at Washington on December 11 at the Ebbitt House and enjoy one full week of sightseeing and education.

Our 1911 boys' corn club work is made up of more than 55,000 members, many of whom will make more than 100 bushels to the acre; and we have definite assurance that four or five of our 1911 boys will even pass the 200-bushel mark. I wish to state here, however, that it is not always the high-yield member who wins the premiums, or state

championships, of their respective states. As an illustration, Stephen Henry, of Melrose, Louisiana, with an attested yield of 137.7 bushels to his acre, and at an average cost of 13½ cents, won first place at the national corn show in 1910 at Columbus, Ohio, over Jerry Moore, of South Carolina, who had a yield of 228 bushels at a cost of 43 cents.

Greater Yields At Lower Cost

I wish you to know that the Department of Agriculture at Washington is insistent that the aim shall be a greater yield at the lowest possible cost; and all our instructions place emphasis upon this fact. We do not believe that the test of any club work should be limited to yield and a sample of show ears. These, of course, are good as far as they go, but they cannot represent the greatest service of the work. You can all see the virtue of the demonstration club-work requirements—economy of production, definite acreage for each club member, close local and state supervision and follow-up work, simple and definite instruction that must be followed, detailed and carefully attested reports, and the showing of products at county, district, and state fairs.

Liberal premiums are given and provided for by people and local organizations that have interest in the agricultural welfare of their state; in many states, by senators, representatives, commercial clubs, women's clubs, bankers' associations, etc. We have nothing to do with this at the Washington office, except to advise the proper kind and use of premiums. We are constantly urging the awarding of prize educational trips to colleges of agriculture, scholarships in agricultural and mechanical colleges, short courses, and free trips to state capitals, Washington, and the district and state fairs.

Story of Achievement

Before leaving the boys' club work, I cannot refrain from telling you briefly the story of Earl Hopping, of Arkansas. Last year, after Earl had attended a corn club meeting, he returned to his home with the inspiration and determination necessary for successful club work. Forthwith he proceeded to ask his father's permission to use an acre of the stony hillside on the place. Father and many others familiar with this land had given it a bad reputation for crop production; but Earl was undaunted by this and the other discouragements, that father had no farm tools, horses, cows, oxen, mules, and no money with which to make a few of the necessary purchases. To make my story short,

Earl manufactured a rope harness for his pet goat, borrowed a little plow, obtained manure in the neighborhood, and succeeded in making a crop of 55 bushels of corn for his acre for 1910, when most of his neighbors were unable to make a yield of 25 bushels.

During the present season of 1911, Earl Hopping purchased a little mule from the savings of last year's corn crop, and has made a yield of over 80 bushels on his acre; and he has raised enough pumpkins on this same acre to cover the entire expense of making his crop. Furthermore, the boy has interested the entire family in better farm methods. His little brother during the past season has made a yield of 65 bushels from an acre, using a pair of goats for motor power.

Girls' Club Work Organized in Five Southern States

The girls' canning and poultry club work is carried on in very much the same way as the boys' club work. During this, our initial year of regularly organized work, we have limited our demonstrators to 3,500 members, organizing in a few counties in but five of the Southern States. The need of some line of work that will give direction and purpose to the farm and village girls, as well as their mothers, will require no argument from me at this time. It is conceded that fully 40 percent of the fruit and garden vegetables now raised in the South is wasted and lost for want of knowing how, by using a simple and inexpensive little home canner in every farm home, the otherwise lost products of the average farm could easily be saved for home consumption or a ready market. I may add that Northern and Western States are also in need of this knowledge.

In addition to the saving of surplus products, the girl' club work is doing much to encourage more and better work in home gardening. Where once the home rations were limited to bacon and bread, with an occasional treat from the "store garden" and "tin cow," provided the cotton or tobacco crop would bring the surplus dollar, now the average home can have the "king's rations" from the home garden 12 months in the year. We urge the supply of the home first, and after that the sale of the surplus products.

Four-Square Needs—And 4-H's

Farmers' cooperative demonstration works to meet the four-square needs of rural life as contemplated in our work. We want

our men to be missionaries and real message bearers who visit and advise the adult farmers, provide corn and cotton clubs for the boys, promote garden, canning, and poultry clubs for the girls, and thus interest the mothers as well. We believe that the home, the farm, the school, and the church, and their influence for a better social life, constitute the four-square needs of rural life, and we must give it a four-square citizenship, trained equally well in head, heart, health, and hands—the 4-H's, as indicated in the story of our national corn club emblem and the canning club trademark, instead of the old traditional 3 R's.

The conservation of our national resources is of great importance; but America's greatest resource, for the present or the future, is in its citizenship. The boys and girls of today control the destiny of America's tomorrow. If agricultural and industrial efficiency is to be realized in the future, it must be realized in our educational processes and the child training of our today.

I commend the cause of boys and girls' club work, and plead for its hearty support and for the cooperation therewith of all educational forces and organizations that are dedicated to the true service of mankind.

THE PLACE DEMONSTRATIONS SHOULD HAVE IN EXTENSION WORK

BRADFORD KNAPP

*Chief, Office of Extension Work in the South, States Relations Service,
United States Department of Agriculture*

Bradford Knapp followed his father as administrator of extension work in the South. In the following excerpts taken from a speech at the Land Grant College Meeting, 1915, he discusses different ways of doing demonstration work and its importance in the extension program.

THERE IS SOME CONFUSION in our terminology, owing to the fact that extension work is new and we have no adequate words for conveying the fine distinctions that are expressed so ably in other languages. For example, we have no way, as we ought to have, of distinguishing between two very distinct types of demonstration. The first type is what is commonly called a demonstration or type of illus-

tration conducted by the teacher himself; the second is the demonstration conducted by the one who is being taught. There is a vital distinction between the two, not only in their uses but in their value in transmitting knowledge to others. Years ago we adopted in our work in the South the term "cooperative demonstrations" with the purpose of attempting to differentiate between these two types.

The Smith-Lever Act contains certain significant language, to which I call your attention. The second section provides that "cooperative agricultural extension work shall consist of the giving of instruction and practical demonstrations in agriculture and home economics to persons not attending or resident in said colleges in the several communities, and imparting to said persons information on said subjects through field demonstrations, publications, and otherwise." In the very first paragraph, or section, it provides, "that in order to aid in diffusing among the people of the United States useful and practical information on subjects relating to agriculture and home economics and to encourage the application of the same, there may be inaugurated," etc.

Clearly, in all the work that is to be undertaken under the Smith-Lever Act we are to disseminate "useful and practical information on subjects relating to agriculture and home economics"; and this will consist of "instruction and practical demonstrations in agriculture and home economics"; and these shall be given through "field demonstrations, publications, and otherwise."

I take it that in most of the states the organization of extension work contemplates two classes of workers, namely, the county agent and the specialist. Demonstrations should be an indispensable adjunct of the work of each.

The county agent needs to do many different types of work. I have endeavored to analyze his work and to classify it in three divisions: (1) Demonstration, (2) instruction, and (3) organization. These are so intermingled that it is difficult to separate them.

The Cooperative Demonstration

A demonstration, in the sense in which I here use the term, is something done by the farmer or some member of his family on his farm or in his home, at the instigation and under the instruction of the county agent or other extension worker, in which the farmer or some member of his family actually does the work and the instructor simply gives directions. The essential element of a cooperative demon-

stration is the fact that it is conducted by the farmer, who is the real demonstrator.

The value of such demonstrations has sometimes been overlooked. It has a direct effect upon the farmer and also has an important effect upon the county agent himself and on his work. Such a demonstration serves two purposes: (1) It conveys a lesson and imparts information to the farmer who is conducting the demonstration and to his neighbors; and (2) it demonstrates to the farmer and to the community the practical worth and the value of the information the county agent has given him. Every successful demonstration of this character not only teaches the farmer the value of better information on agriculture, or the farm wife the value of better information on home economics, but also impresses that person with the fact that the one giving the instruction leading to this demonstration has much valuable knowledge worth disseminating.

I recently received a letter from a southern extension director commenting on the effect of a large number of demonstrations of better farm practices. He stated that until about 10 years ago it was a rare thing for any farmer to plow his land in fall, to know anything about the value of seed selection, or to pursue methods of shallow and intensive cultivation. He further stated that now it is rather the exception to find a farmer in that region who does not know these simple things. This director was properly attributing the change to the fact that thousands upon thousands of demonstrations had been conducted by farmers under the instruction of county agents. It may be true that few farmers in that state could tell where they got the information. After the demonstrations have been multiplied sufficiently the practice begins to become general and the results come in more ways than we can possibly imagine.

County Agent's Service Should Start With Demonstrations

The county agent who starts out with the idea that he can talk his county into a better agricultural condition, or that he can change materially its farm practices simply by talking, has a hard row to hoe. If, however, he will start fundamentally with the idea of getting farmers to adopt the practices he advocates and carry them out through demonstrations placed at conspicuous points in the county, and if he will use these demonstrations as centers of influence, he will find the farmers' confidence in him increasing. He will also find these

centers of great value as common meeting points for groups of farmers, leading to the organization of farmers' clubs and other community organizations that will be exceedingly helpful to him in furthering his work.

We find by experience in the South, not only in counties where the agriculture is very highly developed but also in counties where its status is unsatisfactory, that one of the best ways for the county agent to get hold of the people and gain their confidence is to show his ability through demonstrations. After that is done there opens up for him a large opportunity for advisory work, giving the farmers information, answering their questions, and imparting a large store of information.

Community Organization Necessary

But the work does not consist simply of making demonstrations, either in agriculture, or in home economics, or in giving advice or service. It is necessary that we get a conception of teaching classes or groups as well as individuals. Hence it is important that we consider the community and community organization as a primary and necessary step in the development of the best form of county extension work. If there are scattered over the county community centers organized for the purpose of instruction, working with the county agent for the purpose of carrying out the things planned together for the improvement of the community and the farm practices in the community, the county agent will find that he has the strongest type of extension work and that his opportunities to take hold of the whole county and organize it for the improvement of agricultural practices, home living, production, and marketing will be almost unlimited.

I know of a county that has gone quite a distance in organization of the character mentioned. I have been greatly interested in noting the effect of practically covering the entire county with community organizations. In every one of these communities there is a large number of actual demonstrations, quite varied in character, conducted each year under the leadership of the county agent. Regular meetings are held, and community improvement discussed. That county is gaining an excellent reputation for progress in agriculture, not only within the state but beyond the state borders.

Demonstrations may take any number of different forms and may be of great variety. Sometimes extension workers are not sufficiently

thoughtful and do not follow up what they are trying to teach farmers. For example, let us say that the county agent conceives the idea that the farmers of his county ought to grow alfalfa. It would be a serious mistake to try to grow 15 or 20 acres of alfalfa on a 160-acre farm in a community where it has never been tried before, because, even if a success, it may disturb the farm management problem at that time and disorganize the farmer's work. The farmer can be taught the process of growing alfalfa successfully on a relatively small area, and after that is done the county agent must follow it up by attacking the important problem of adjusting the new crop to the whole management problem of the farm.

How Specialists Should Operate in Carrying on Demonstrations

Specialists can very easily assist county agents in carrying out special demonstrations. The county agent cannot be an expert on everything. He must be a leader, a resourceful man of broad agricultural training and practical knowledge. The dairy specialist, for instance, can assist him not only by trying to solve particular problems but by designing carefully planned demonstrations to be carried out through the county agent, for the purpose of putting the knowledge of the specialist into actual practice.

Sometimes specialists do not appreciate their relationship to the county agents in the conduct of demonstrations. The specialist who goes to the county independently from the institution and approaches the farmer directly does the county agent an injury if he works without consultation or reference to him. The standing of the county agent with farmers has been seriously impaired when specialists have thus dealt directly with farmers, because they teach the farmer to look to some one other than the county agent. The county agent should be considered the head of agricultural extension work in his county just as much as the extension service he represents is the head of extension work in the state.

Every modern educational institution, properly so called, has its laboratory course, its shops, and its practice work. We are attempting to put into practice the largest system of public instruction ever conceived of for people not in schools. If we omit the practice work or the laboratory work, we would not be mindful of all that we should have learned from the past history of educational institutions. The

best way to get knowledge practiced is to get somebody actually to apply it. If some one actually does it, that is a demonstration. Repeated demonstrations spread the knowledge until it becomes universal practice.

HOME DEMONSTRATION WORK—ITS BEGINNING

JANE S. MCKIMMON

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Part of a talk given at the Association of Southern Agricultural Workers Thirtieth Annual Convention, Houston, Texas, February 1929, by a pioneer in extension work. She tells the story of the beginning and the pioneer days of extension work with farm women in the South. Club work with girls aroused the interest of adults and a desire to learn.

GIRLS' CLUB WORK began in the fall of 1910 in some of the Southern States, quickly following the boys' corn-club work. Farm girls in numbers asked to be allowed to join the boys' clubs. Seaman A. Knapp, the founder of agricultural cooperative demonstration work, decided to plan, as a specific project for girls, something that would teach a housewifely art as well as give instruction in a good agricultural practice. The growing and canning of tomatoes was selected as not being too difficult. Tomatoes are easy to grow, easy to sterilize, and are very generally used on the family table. The first trial was in South Carolina in 1910 under the instruction of Marie Cromer, a rural school teacher in Aiken County. A club of girls was formed, gardens were grown, and the art of canning taught.

In 1910 also, Ella Agnew was appointed collaborator, or agent, in the former cooperative extension work in Virginia; Susie V. Powell, in Mississippi; and Jane S. McKimmon, in North Carolina; and in the spring of 1911 Virginia Pearl Moore was appointed state agent in Tennessee. All were natives of the states they served, and previous experience as school supervisors, Y.W.C.A. workers, farm institute directors, and leaders in women's clubs gave to each a wide acquaintance in her state. It was blazing the trail with a vengeance. They were told to go ahead with their ultimate goal—raising the standard of living on the farm.

Our first step in state-wide organization was getting the cooperation of the State Department of Education. Someone must understand

what organized country people could do by way of vitalizing the school community, and it was to the State Superintendent of Public Instruction that we went with our plans and hopes for organizing the future homemakers of the South. Fourteen county boards of education in North Carolina responded with an appropriation of \$75 per year each. Another \$75 was provided by the Office of Cooperative Demonstration Work, U. S. Department of Agriculture. Women of education and experience in dealing tactfully with human beings were established as home demonstration agents in each of the 14 counties.

The First Woman Extension Agents

The original arrangement was to engage a woman for 2 months' work, in most cases rural teachers, in which time she was expected to organize farm girls into groups or clubs and teach them to grow a tenth acre of tomatoes and can later what the family did not eat fresh. Every woman who accepted the job and who organized eager farm girls found she had entered into such a warm human relationship with her charges, and developed such interest, that she could not drop the demonstration or the heart-to-heart conferences at the end of the time agreed upon.

As an actual fact these pioneer home agents stuck to their jobs 8 months or more in the year, while they received pay for only 2 months. They also furnished their own transportation, many of them purchasing a horse and buggy, which their \$150 per year did not begin to cover. Travel from 1911 to 1915 was not over the modern good roads; neither were Mr. Ford's inexpensive cars in wide use; and a 20-mile trip meant driving the best part of the day and spending the night at the journey's end, that an agent might be ready to go farther the next day.

There is a fine story in what these pioneer women did to establish home demonstration work on its present firm basis in the counties. It was the high personal standard they maintained; the cooperation they established with other organizations and departments of the county, and the excellent type of practical results they were able to show that elicited the commendations of the people and brought ever-increasing appropriations from the county boards and state and federal agencies. And these paved the way for employment of agents on a whole-time basis and provided ample traveling and office facilities for the conduct of the work.

That home demonstration agents were accepted members of the courthouse family is shown by the solicitude of one county sheriff who called the agent to his office and said: "Miss Grace, I can't sleep at night for thinking of you driving all over this county in all sorts of out-of-the-way places with no protection. Take this gun and I will swear you in as a deputy and you can use it if it is necessary. I'll sleep better if I know you have it."

The home agent was an educated person and experienced in the things she was employed to teach. She was not at first technically trained in home economics; but as the need grew for instruction in nutrition, food and clothing selection, home management, house furnishings, child care and training, and other subjects, the requirements were raised, until today there is not a state that does not require home economics training and at least a bachelor's degree for any woman employed as county home demonstration agent.

Practically all the women who were engaged as agents in these first years were natives of the counties in which they served, were well known there, and had social position that established the work on a high plane. They were usually successful and experienced teachers or had done public work. All had the confidence of the people and proved in a very little while that what they were doing for farm girls was much more than growing a garden and canning its products.

Why Girls Joined the Clubs

It was an economic interest that first brought farm girls together in organization. "I joined the club to make some money for myself," was the opening sentence of many reports from club members; but it did not take long for the joy of association to outweigh any material benefits that might come from work accomplished. Money from the sale of their cans filled with tomatoes bought the clothes that enabled them to hold up their heads with their clubmates, furnished books and materials for school work, aided in buying comforts and pretty things for the house, and gave them a pride in accomplishment that provided a very solid foundation upon which the agent could proceed in her character-building program. The clubs began to be called 4-H Clubs in 1913.

Teaching By Demonstration Methods

The demonstration method of instruction proved very effective, and many practices were adopted in farm homes that relieved drudg-

ery, provided better nutrition for the family, or beautified the home surroundings. The work grew rapidly after the first two years. One county caught fire from another, until in 1925 more than half the counties of the South were organized. The amount appropriated by the federal government, the state, and the county was the only limiting factor. The work had advanced from growing a garden and canning for girls, to the inclusion of the women of the different counties in club work, and with the coming of the mothers came the questions, *What shall I feed my child? How shall I prepare his food? What about the management of my home? How shall I select or make our clothes? How shall I arrange furnishings for comfort and beauty? and many others.*

From Home Demonstration Clubs to County Home Demonstration Councils

It was not a far step from clubs in a rural community to a county council composed of representatives from each club in a county. This council is the supporting body behind the home demonstration agent. It serves as the executive board, or the clearing house, for all county problems. It helps formulate programs and plans, appears before boards in the interest of the community, and looks after the progress of the work. In many states the entire body of county clubs has been organized into a state federation of home demonstration clubs, or a state home demonstration council, which meets annually.

This is just a brief sketch of how home demonstration work had its beginning in the South. The first step is the gathering of women together where they may exchange experiences, followed by the organization that makes it possible for them to meet regularly for systematic instruction. Next is the advancement in efficiency of the local organizations by bringing them together in county councils and later in a state federation. It is giving the rural woman an opportunity to express herself. We are amazed sometimes at the long way she has come.

The outstanding goal for the home demonstration clubs is raising the standard of living through the more convenient, comfortable, and beautiful home and the better environment in which to raise the family.

DEVELOPMENT OF THE FARM HOME—ITS PLACE IN AGRICULTURAL ADJUSTMENT

ISABEL BEVIER

Head of Home Economics Department, University of Illinois

Brief of a talk made by a pioneer extension worker at series of Agricultural Adjustment meetings in Illinois, 1922, in which the place of the farm home in farm life is defined and it is shown that development of the farm home will take intelligent, persistent effort.

THE PAST 10 YEARS has been a time of evolution and revolution in farm life and practices. The numerous problems of production and distribution of crops, animals, and dairy products have been studied from many angles. In all this evolution and revolution little has been said about the farm home. This apparent oversight was not due to lack of interest. It has been said, "all that a man hath will he give for his life," and many a farmer has given much of his thought and money to his home, but the place of the farm home in the farm life has not been clearly defined.

The Roosevelt Country Life Commission started some people thinking about the farm home. Farmer's institutes in some states made a real contribution to the study of the activities and problems of the farm women and the farm home. The Smith-Lever Act of 1914 gave organization and direction and led to the unifying of forces. The activities of the farm home began to be considered, talked about, scolded about, until it became quite impossible to ignore the farm home or the farm woman and her activities. The World War brought the farmer and his wife into the public notice. Both came to understand their relation to one of the world's big industries as they never had understood it before.

No words need be said to thinking farm men and women as to the importance of the farm home in the general scheme of a successful rural community life. A broken home, an unhappy home is a menace to the community's and to the nation's life, while a happy home is one of the greatest assets and one of the most important stabilizing agencies. The blessings of a permanent agriculture cannot exist without a satisfying farm home life. Because times have been so hard and the income so uncertain in these years, it seems wise to begin with what students of the situation call the economic aspect and to answer at some length the question, What have the women on the farms done in the past 10 years to help out in this trying situation?

Development of the Farm Home

The most tangible evidence of a direct economic contribution is shown in the increased sale of products usually counted as belonging to the woman—flowers, butter, eggs, poultry, and garden vegetables. When the returns from the sales of these products proved insufficient, the woman turned her attention to making from these raw materials such salable articles as pies, cakes, cottage cheese, and pressed chicken. These commodities were disposed of either by private sale or in the curb markets that have proved a real business enterprise and a profitable source of money income.

In addition to this income from raw materials another contribution has been made from quite a different angle. Not only by selling articles, but also by making instead of buying hats, dresses, and clothing of various types, has a substantial saving been made, and there are instances of self-denial in doing without commodities until the new day should dawn for agriculture. Another not so well recognized, but none the less substantial, contribution has been made by the elimination of all possible waste of materials, of time, and of energy. Women have learned that economy means a wise use not only of money and materials but of time, energy, and the power of intelligent choice.

The world has talked about efficiency and organization, and these ideas have come into the home. Circumstances have made necessary changed methods of procedure, different plans for living. The power of choice has been used to select essential elements and omit the rest. The attention to public health has shown the woman in her home that sickness is an expense to the family, to be avoided by better living habits—by attention to food, rest, and recreation. Time and thought have been given both to the children and to adults to maintain health and prevent disease, with a resultant substantial saving to the family purse.

These organization and efficiency ideas applied to the farm home have made it necessary that all members of the family cooperate to meet the new conditions, and so have enlarged the sympathy and understanding of individual members in their relation to one another. The farmer and his wife have learned that the real farm life is a partnership business in which if one member suffers all the members suffer, and this realization is a basic contribution to economic family life.

“Man does not live by bread alone.” Valuable and evident as economic contributions have been, those of the mind and the spirit have been no less important, though less easily measured. The morale

of any business enterprise is an important economic asset, and in this depression period the women have made a large contribution in keeping up the morale. Singly and in groups they have sought to bring cheer into the family life and the community life, to give courage and inspiration to "walk on" until the better days come. Not only by the labor of her hands, by the sale of her products, by elimination of waste, by conservation of materials, time, energy, and health, by self denial, and by the power of choice but also by social and civic activities, by moral and spiritual courage, have the women of the farms made a great contribution to the economic agricultural adjustment.

A New Day Dawns

If these 10 years of experience in the school of life bring to the men and women in the farm home a better understanding of what life there really means—an enlarged vision of family cooperation and relationships and of social and civic responsibilities, a recognition of housekeeping and homemaking as an integral part of the agricultural adjustment—then a new day has dawned and the farmer and his wife may go forward with brave hearts and with courage born of experience, sympathy, and understanding.

Anyone who surveys the field of the farm woman's activities is surprised at the volume and variety of the work undertaken. She has been exposed to most of the offerings of the departments of home economics in the colleges of the land through extension work. In this experience the farm woman has proceeded in what is regarded as the best method of study; viz., to get first a general view of the whole field. The women have learned to make salads, "their biscuits may be better than their conversation," and their personal appearance and their houses may show that they have ideas about food and health for their children as well as for themselves. It is much to have made a good beginning, as our farm women have, but it is necessary to remember that it is only a beginning, that real progress demands sustained, intelligent, persistent effort. Housekeeping and homemaking are life jobs, not a summer pastime.

Perhaps the best place for the farmer and his wife to make a new start in this partnership business is with a study of the house as a part of the farm plant. What proportion of the outlay for buildings does it represent? How well do its setting, size, and equipment answer to the purpose of this home for family life, for social, civic, educational, and morale purposes?

Chapter 3

DEVELOPING A NATIONAL EXTENSION PROGRAM—THE SMITH-LEVER ACT

The Smith-Lever Cooperative Extension Act was a result of years of trial and study on the part of the Land Grant College Association and the United States Department of Agriculture. It is a truly great document and represents the highest type of agricultural statesmanship.

THE SOCIAL PHASE OF AGRICULTURAL EDUCATION

KENYON L. BUTTERFIELD

President, Rhode Island State College

Part of an address given at the Land Grant College Association Meeting, 1904—a comprehensive, powerful, and logical appeal for a broader outlook and approach on the part of the land grant colleges to agricultural development, including the technical, economic, social, political, and general well-being of farm people. It resulted in the appointment of an extension committee of the Land Grant College Association, with Dr. Butterfield as chairman.

I HAVE BEEN ASKED to speak in behalf of the study of "Rural Economics." This term, I presume, is supposed to cover broadly the economic and social questions that concern farming and farmers. The whole range of social science as applied to rural conditions is thus apparently made legitimate territory for discussion. In view of the importance and character of this field of study, it seems wise to approach it if possible through the avenue of its underlying philosophy. Only in this way can the validity of the subject be established and its place in agricultural education justified. I have therefore chosen as a specific title, "The Social Phase of Agricultural Education," and in its treatment shall endeavor to hold consistently in mind the point of view of the agricultural college.

Function of the Agricultural College

It is a principle in social science that the method and scope of any social institution shall depend upon its function. Therefore, the

organization, the methods, and the courses of the agricultural college should be made with reference to the institution's function. What is this function? What is the college designed to accomplish? What is its special purpose? Why does society need the agricultural college?

Answers to these questions are of two kinds—those that explain the contemporary and passing functions of the college, and those that illustrate its permanent and abiding service to society and particularly to the rural portion of society. The agricultural college of yesterday was obliged to train its own teachers and experimenters; today it may add the task of training farm superintendents; tomorrow it may organize an adequate extension department. Courses and methods will change as new contemporary needs arise, but there remains the abiding final service of the agricultural college—its permanent function.

The function will be defined in different ways by different men, but I venture to define it as follows: The permanent function of the agricultural college is to serve as a social organ or agency of first importance in helping to solve all phases of the rural problem. We shall not attempt at once to argue this proposition. We must, however, try to answer the question, What is the rural problem? And in the answer the mission of the college may be revealed without need of extended discussion.

1. The days are going by when agriculture may be classed with the mining industries. Soil culture is supplanting pioneer farming. Skill is taking the place of empiricism. The despotism of the grandfather is passing. Applied science and business practice have been hitched to the plow. Yet the most obvious need of American agriculture is better farming. Improved farm land in the United States gives but \$9 of gross return per acre. The average yield per acre of corn is 23.5 bushels, whereas a very modest ideal would be double this amount. The wheat yield is 13.5 bushels per acre; in Germany nearly twice as much. These are crude but legitimate illustrations of our inferior farming. We must have greater yields of better products, obtained at less cost per unit. The farm problem, therefore, is first of all a problem of increasing the technical skill of our farmers. Science unlocks the cabinet of Nature's treasures, but only the artist farmer can appreciate and use the storehouse thus opened to him.

2. But produce growing is not the only aspect of the farm problem. Each effective pair of shears needs two blades; in this case produce selling is the other blade. Mere productiveness therefore does not solve the farm question. The farmer cares less for the second

spear of grass than he does for a proper return from the first spear. Business skill must be added to better farming methods. The farm problem is also a business question.

3. The moment we begin to discuss price, however, we enter a realm where economic factors dominate. We commonly say demand and supply determine price, but effective demand and effective supply are the resultants of many forces. The supply of a given product is influenced by the cost of growing in various locations, by cost of transportation, by competition of other countries. The demand is influenced by the state of wages, by standards of living, by effectiveness of distribution. The farmer may not always control these conditions, but he must reckon with them. He must know the laws of economics as well as the laws of soil fertility.

The farm problem becomes then an industrial question, for the farmer's prosperity is influenced most profoundly by the economic life of the nation and of the world. And in a still wider sense is the rural problem one of economics. The industry as a whole must prosper. It is of no great moment that here and there a farmer succeeds. The farming class must prosper. Of course individual success in the case of a sufficient number of farmers implies the success of the industry, but it is quite possible to have a stagnant industry alongside numerous individual successes. The farmers as a whole must be continually and speedily advanced to better economic conditions.

4. Nor may we ignore the political factor in the rural problem. Doubtless the American farmer, like most Americans, places undue reliance upon legislation. But we can not disregard the profound industrial and social effects of either wise or foolish laws. The political efficiency of the farmer will have much to do with determining class progress. Furthermore, the political duties of farmers must be performed, their influence must continue to be exerted in behalf of the general policies of government. It is of vital consequence to our democratic government that the American farmer shall in nowise lose his political instinct and effectiveness.

5. The consideration of the political phase of the question leads us to the heart of the farm problem. For it is conceivable that the farmers of this country may as a class be skilled growers of produce and successful sellers of what they grow—indeed that the industry as a whole may be prosperous—and yet the farming class in its general social and intellectual power fail to keep pace with other classes.

It is not impossible that a landlord-and-tenant system, or even a peasant system, should yield fairly satisfactory industrial conditions. But who for a moment would expect either system to develop the political and general social efficiency that American democratic ideals demand? Even if there is no immediate danger of either the landlord-tenant or the peasant system becoming established in America, we will desire that our farmers as a class shall attain for themselves the highest possible position not only in industry but in the political and social organization of American society.

Indeed this is the ultimate American rural problem, to maintain the best possible status of the farming class. No other statement of the problem is satisfactory in theory. No other is explanatory of the struggles and ambitions of farmers themselves.

The American farmer will be satisfied with nothing less than the highest possible class efficiency and largest class influence, industrially, politically, socially. It is true that industrial success is necessary to political and social power, but it is also true that social agencies are needed to develop in our American farmers the requisite technical skill, business methods, and industrial efficiency. The influence of such social forces as education, developed means of communication, the organization of farmers, and even the church, must be invoked before we can expect the best agricultural advancement. And the end is after all a social one. The maintenance of class status is that end.

This analysis of the rural problem is necessarily brief, almost crude, but I hope that it reveals in some degree the scope and nature of the problem; that it indicates that the farm question is not merely one of technique, fundamental as technical skill must be; that it demonstrates that the problem is also one of profound economic, political, and social significance. If this be so, do we need to argue the proposition that the function of the agricultural college is to help all phases of the problem? We all recognize the place of the college in assisting our farmers to greater technical skill. By what, please, shall we gain-say the mission of the college in ministering to rural betterment at all points, whether the conditions demand technical skill, business acumen, industrial prosperity, political power, or general social elevation? Why shall not the agricultural college be all things to all farmers?

Does the College Fulfil Its Function?

Assuming that this statement of the permanent mission of the agricultural college is an acceptable one, the practical inquiry arises, Does the college, as now organized, adequately fulfil its function, and, if not, by what means can the defect be remedied? The colleges are doubtless serving the industrial and social need to some degree. But I believe that it is not unjust to assert that the existing courses of study in agriculture, the organization of the college, and the methods of work are not adequate if the college is to reach and maintain this supreme leadership all along the line of rural endeavor. This is not criticism of existing methods. The colleges are doing good work. But the present effort is partial, because the emphasis is placed upon the technical, and especially upon the individual, phases of the problem. The industrial, the political, and the social factors are not given due consideration.

Our present-day agricultural course, on the vocational side, is chiefly concerned with teaching the future individual farmer how to apply the principles of science to the art of farming; and with training specialists who shall make further discoveries either in the realm of science or in the application of the scientific principle to the art. The technical element absolutely dominates the vocational portion of the agricultural course. Very slight attention is given to the discussion of other phases of the farm problem. To meet the needs of the future the whole spirit and method of the agricultural college must be "socialized"—to use an overworked phrase for want of a better one. We must get away from the idea that the individual and the technical aspects of agricultural research and teaching are the sufficient solution of the farm problem.

Agricultural Colleges Need Broad Educational Policy

When we ask, What are the means for "socializing" the agricultural college? the expected answer may be, The study of rural social science, or "rural economy." But I am pleading not merely for the addition of a few subjects to the course of study, but for an educational policy. The answer, therefore, will not be quite so simple. What, then are the methods by which the college may more fully assume its function of helping to solve all phases of the farm problem?

1. The indispensable requirement is that the college shall consciously purpose to stand as sponsor for the whole rural problem. It

is to assume a place of leadership in the campaign for rural betterment. Whether or not it is to be the commander in chief of the armies of rural progress, it should be the inspiration, the guide, the stimulator of all possible endeavors to improve farm and farmer. This attitude of mind is purely a matter of ideals, deliberately formed in the light of the abiding needs of the farming class. It is the intangible but pervasive influence of an objective that is perfectly definite even if avowedly spiritual. It is a question of atmosphere. It is a matter of insight. The college must have a vision of the rural problem in its entirety and in its relations. At the college, if anywhere, we should find the capacity to understand the ultimate question in agriculture. We know that this ultimate question cannot be expressed alone by the terms nitrogen, or balanced ration, or cost per bushel, but must be written also in terms of the human problem, the problem of the men and women on the farm.

So we shall see the college consciously endeavoring to make itself a center where these men and women of the farm shall find light and inspiration and guidance in all the aspects of their struggle for a better livelihood and a broader life. The college must avow its intention of becoming all things to all farmers. Whether this means the study of fertility, of animal nutrition, of soil bacteriology, or whether it means the consideration of markets, of land laws, of transportation, of the country church, of pure government, the college will lead the way to the truth.

2. As the first requisite is that of the conscious ideal or purpose, the second is one of organization. It seems to me that the socialization of the college cannot proceed very far until the principle of university extension is pretty fully recognized. The college must be in constant and vital touch with the farmers and their associations. Each agricultural college, therefore, should develop as rapidly as possible a definite tripartite organization that will reveal the college in its three-fold function—as an organ of research, as an educator of students, and as a distributor of information to those who cannot come to the college. These are really coordinate functions and should be so recognized. The college should unify them into one comprehensive scheme. The principle of such unity is perfectly clear: We have in research, the quest for truth; in the education of students, the incarnation of truth; and in extension work, the democratization of truth. Until these three lines of effort are somewhat definitely recognized and organized the college cannot work as leader in solving the rural problem.

3. The social sciences, in their relation to the rural problem particularly, must receive a consideration commensurate with the importance of the industrial, the political, and the social phases of the farm question. In research, for instance, the colleges should make a study of the history and status of these aspects of agriculture. As a matter of fact, we know very little of these things. There have been but few scientific investigations of the economic features of the industry, and practically nothing has been done on the more purely social questions.

What I wish to emphasize is the idea that in every agricultural course the social problems of the farmers shall have due attention. We should not permit a person to graduate in such a course unless he has made a fairly adequate study of the history and status of agriculture; of the governmental problems that have special bearing upon agricultural progress; of such questions in agricultural economics as markets, transportation, and business cooperation; and of such phases of rural sociology as farmers' organizations, the country church, rural and agricultural education, and the conditions and movements of the rural population.

4. To carry out the function of the agricultural college we need, finally, a vast enlargement of extension work among farmers. This work will not only be dignified by a standing in the college coordinate with research and the teaching of students but it will rank as a distinct department, with a faculty of men whose chief business is to teach the people who can not come to college. This department should manage farmers' institutes, carry on cooperative experiments, give demonstrations in new methods, conduct courses of reading, offer series of extension lectures, assist the schools in developing agricultural instruction, direct the work of rural young people's clubs, edit and distribute such compilations of practical information as now appear under the guise of experiment station bulletins, and eventually relieve the station of the bulk of its correspondence.

Such a department will be prepared to incorporate into its work the economic, governmental, and social problems of agriculture. It will give the farmers light upon taxation as well as upon tree pruning. The rural school will have as much attention as corn breeding. The subject of the market—the "distributive half of farming," as John M. Stahl calls it—will be given as much discussion as the subjects bearing upon production. We shall find here a most fertile field for work. The farmers are ready for this step.

***Rural Teacher, Doctor, Editor,
Preacher Should be Reached***

The college, chiefly through its "socialized" extension department, has a mission also to those professional people whose sphere of work is in the rural community. The rural educator, the country clergyman, the editor of the country paper, and even the lawyer and the physician who deal with country people should have a large share in helping solve the farm problem. They too need to know what the rural problem is. They too need the eye that sees the necessary conditions of rural betterment and the heart that desires to help in rural progress. By some of the same methods that reach the farmers themselves can the college instruct and inspire these others.

And, finally, the college will take its place as the "social organ or agency of first importance in helping to solve the farm problem in all its phases." The church, the school, the farmers' organization—all these social organs have their work to do. None can do the work of the others. But they should work together. Each should appreciate its own mission and its own limitations; each should recognize the function of the others; and all should intelligently unite their forces in a grand campaign for rural betterment. More properly than perhaps any other agency, the "socialized" extension department of the agricultural college can act as mediator and unifier, serve as the clearing house and directing spirit in a genuine federation of rural social forces.

Inspired by the conscious purpose of the college to help at all points in the solution of the farm question, informed by the knowledge acquired through research into the economic and social problems of agriculture, aided by a multitude of educated farmers trained in the colleges to know the rural problem and to lend a hand in its settlement, dignified by its status as a coordinate branch of the college activities, the extension department may well act as the chief agency of stimulation and unification in the social movements for rural advancement.

If the analysis thus far offered is a correct one, the question of "rural economics" is far from being merely a matter of adding three or four subjects of study to the agricultural course. It involves the very function and policy of the college itself. It alone gives proportion to the problem of agricultural education, for while distinctly admitting the need of better farming and the consequently fundamental

necessity of the technical training of farmers, it emphasizes the importance of the economic and political and social aspects of rural development. And it thereby indicates that only by a due recognition of these factors—in purpose, in organization, and in course of study—can the American agricultural college fulfil its mission to the American farmer.

LAND GRANT COLLEGE COMMITTEE ON EXTENSION WORK APPOINTED, 1905

The Land Grant College Extension Committee appointed as a direct result of Dr. Butterfield's¹ address before the Land Grant College Association, made its first report to the association in 1906 and continued for 5 years to make significant and comprehensive yearly progress reports under Dr. Butterfield's chairmanship.

THE EXTENSION COMMITTEE REPORTS published in the Land Grant College Association Proceedings are most convincing printed arguments in favor of extension work. They visualize an extension system that will ultimately reach all farms and homes in the United States. The study and recommendations of the committee probably received more critical discussion during the 7 years preceding the passage of the Smith-Lever Cooperative Extension Act than any other topic before the Land Grant College Association.

The wording of the Smith-Lever Act was almost entirely the result of some 8 years of study and deliberation by the Land Grant College Association and the U. S. Department of Agriculture. The first extension bill was written under the leadership of Dr. Butterfield. Finally the Smith-Lever Bill was so thoroughly and so critically discussed by Congress that it may be said that few if any other measures affecting agricultural education have ever had as long-continued and thorough discussion by that body. Much credit goes to the distinguished Land Grant College Extension Committee, appointed in 1905, as follows.

¹Dr. Butterfield was at that time President of the Massachusetts Agricultural College.

Kenyon L. Butterfield, President, Massachusetts Agricultural College, Chairman.

Chas. R. Van Hise, President, University of Wisconsin.

Chas. F. Curtiss, Dean of Agriculture, Iowa State College.

Andrew M. Soule, President, Georgia Agricultural College.

W. M. Hays, United States Department of Agriculture.

B. W. Kilgore, Dean of Agriculture, North Carolina Agricultural College.

Only the most important phases and recommendations of the committee are given here—those who wish to study the reports and discussions in greater detail can consult the annual reports of the committees, which appear in the Proceedings of the Land Grant College Association, the testimony discussions, and the hearings as reported in Congressional documents.

Excerpts from Committee's Reports to Land Grant College Association

No attempt is made to specify all the lines of extension work carried on by the various agencies, but a relisting of the forms of extension work actually carried on by agricultural colleges and experiment stations, based on the returns sent in, will be of interest as showing the infinite variety and scope of the work already under way.

Excerpts from the 1906 Report

Altogether some 40 different topics and methods were listed in the 1906 recommendations of the committee, including the following.

1. That each college represented in this association organize as soon as practicable a department of extension teaching in agriculture, coordinate with other departments or divisions of the agricultural work, with a competent director in charge, and, if possible, with a corps of men at his disposal. This department should take on, just so far as possible, all phases of extension teaching now performed in other ways. Your committee hopes at some future time to suggest a scheme of organization and effort which would be applicable to most institutions. At present, however, it merely advises this initial and all-important step, that of having an official whose chief business will be to foster, to systematize, and to organize for the institution all phases of extension it cares to assume.

2. If, in case of any agricultural college, this step is at present impracticable, we would recommend most strongly that the college appoint a faculty committee on extension teaching in agriculture. This committee can be of great assistance to your own committee in further investigating conditions and methods of extension teaching in the respective states. Further than that, each one of such committees should make a careful study of the problem in its particular state, with special reference to the feasibility of organizing definitely a department of college extension.

3. We request that, if sufficient funds are available, the Office of Experiment Stations print a report, at as early a date as convenient, which shall embody in more detailed form the results obtained in the present investigation through the inquiries sent out by that office. We believe that the facts collected should be issued in printed form and that this publication should be placed in the hands of the officials of all of the institutions and agencies which are now doing or which ought to do extension teaching in agriculture. To that end we would advise a large edition of this pamphlet for wide circulation by the Department of Agriculture.

Comment on the 1907 Report

The 1907 report of the extension committee includes a comprehensive review, by states, of extension work then being done in the United States. This report is probably the best condensed historical statement available of the extent and organization of agricultural extension work up to that time. The complete report is printed in the Proceedings of the Land Grant College Association for 1907.

Excerpts from the 1908 Report

In the 1908 report the committee recommended a flat appropriation by the national government to each state and additional appropriations based on state offset of funds. Nearly 6 years later these recommendations were included in the Smith-Lever Act.

Your committee desires, first of all, to emphasize with all possible vigor the pressing need of organized work at the agricultural colleges of this country by means of which the colleges may more completely reach the working farmers. There are tens of thousands of farmers who do not take agricultural papers; probably not 1 farmer in 25 ever attends a farmers' institute; there is a comparatively small amount of consecutive study of agricultural literature among farmers; there is need of more effectively reaching the young farmers at home and in the rural schools.

Furthermore, the work of disseminating agricultural information is at present not only inadequate in amount, but it is also desultory and unorganized. There is no state in the Union that has a thoroughgoing system of extension teaching, compactly organized, adequately manned, covering the working forms of extension teaching, and designed actually to reach out a hand to the larger proportion of the men and women and the youth of the farms. Your committee believes that the time has come when this problem should be met squarely and that steps should be taken at once by all our colleges to organize properly equipped departments for this type of work.

We desire to record our belief that extension teaching should, at the very beginning, be put on the broadest basis, and that in the work of the extension department of the agricultural college there should be fully recognized the economic and social phases of agriculture and also that great untouched field for educational work, home life on the farm. We will never reach the heart of the

rural problem until we at the land grant colleges and experiment stations are prepared to be of assistance to the farmers and their families along the higher reaches of their own lives.

It is the belief of your committee that the chief means of stimulating the proper recognition and adequate organization of extension work in agriculture in our land grant colleges is a federal appropriation for the work.

We would not advocate a large appropriation for this purpose. We would suggest that the proposed law should make an appropriation of, say, \$10,000 a year from the federal treasury to each land grant college for the purpose of carrying on extension work in agriculture; and that the act be so framed that, after this appropriation has been made, there shall also be an appropriation, based on some per capita standard, made to the same institutions for the same purpose on condition that the states themselves appropriate equal amounts. Thus we would have effected a stimulus for well-organized extension work in every land grant college in the United States.

May we call the attention of the members of this association to what is, perhaps, a fanciful idea, but also a rather suggestive one? In 1862 the Federal Government made its first munificent grant to the agricultural colleges. In 1887, 25 years later, it established its first formal aid for research and experimentation, which has revolutionized our agriculture and our agricultural education. May there not be some point in the plea that, by the time another quarter century has rolled around, we shall see another federal appropriation for this third great phase of agricultural instruction which must be performed by agricultural colleges—extension work? When we come to celebrate in 1912, as we ought, the fiftieth anniversary of the passage of the Hatch Act, shall we not also be able to rejoice in the fact that there has been made and that there is in operation a fairly liberal federal appropriation which shall stimulate and direct the energies of our agricultural colleges in an endeavor to carry out to the great masses of our farmers some of the privileges and inspiration and knowledge that originate in the stations and colleges?

Your committee, in closing, wishes to summarize its present recommendations as follows, presenting them to the association for such action as may be deemed wise.

1. We recommend that each institution represented in this association organize as soon as possible a definite scheme of extension work in agriculture.
2. We recommend that the association organize a section of the association to be known as the "section of extension work."
3. We recommend that the association favor increased appropriations for the United States Department of Agriculture for the purpose of making investigations into all phases of the work of disseminating agricultural information and of assisting the states in every practicable way to organize the work under the best auspices.
4. We recommend that the association place itself on record in favor of a moderate federal appropriation to be made to the land grant colleges for the purpose of carrying on extension work in agriculture under a plan which requires the states also to make appropriations for the work.
5. We recommend that the association request Congress to extend the franking privilege to bona fide extension publications issued by the land grant colleges.

6. We recommend either the appointment of a joint commission representing the various agencies interested, to report under the proper relationships of the extension work in agriculture to be carried on by the land grant colleges to other agencies and institutions performing a similar service; or, if the association thinks it a wiser plan, we strongly urge that specific authority be granted by the association to this standing committee on extension work to make a study of this subject and to report on it at a future meeting of the association.

Excerpts from the 1909 Report

On the advantages of federal appropriations for each state, the report says under the heading, "Advantages of the Plan Proposed":

1. This plan would give the program for extension work immediate national significance.

2. There would be no delay because of a failure of the legislature to act, and the work on at least a small scale could be started in each state.

3. It provides sufficient money to put a poor, backward, or small state on a good footing with respect to the work.

4. It enables the state to develop the work as rapidly as seems wise.

5. It makes the United States Department of Agriculture a clearing house for methods of extension work and keeps it in close touch with the work in all the states and territories.

6. It gives adequate breadth and scope to the whole scheme and prevents states from leaving out important phases of the work.

7. If later needs warrant, the per capita amount can be increased without other change in the law, and extension work in mechanic arts and in general culture subjects can be added by simple amendment.

8. The amount of money immediately required is not large, and in fact when the act is in full operation the appropriation will not draw heavily on either national or state treasuries.

9. It divides the responsibility between national and state governments and completes the circle of national aid for the land grant colleges on principles already recognized in the two Morrill Acts, in the Nelson Act, in the Hatch Act, and in the Adams Act.

10. It recognizes and supports the great movement for making more fully available to the mass of working farmers the results of the research and experimentation of the stations established under and fostered by the Hatch and the Adams Acts, and the organized teaching and inspiration of the agricultural colleges supported by the Morrill and the Nelson Acts.

A strong endorsement for extension work taken from the report of the Country Life Commission is included in the 1909 proceedings. The wording of this statement is very similar to the wording of the extension committee reports and was probably written, or strongly influenced, by Dr. Butterfield. The statement of the Country Life Commission appears in connection with President Roosevelt's letter (page 87) constituting it.

Comment on the 1910 Report

This report had largely to do with a discussion of the provisions of the extension bill and also problems of finance and administration of extension work. The report was given by Dr. Butterfield, who at this time discontinued his services with the extension committee. It was a distinguished service. President Butterfield might well be called the Father of the Smith-Lever Extension Act.

National Director of Cooperative Agricultural Extension

The office that is suggested here, a director of cooperative agricultural extension work, would have as its main duty to confer with similar offices in the several states and to prepare national plans and then set them in operation through the state machinery. Now the question has been asked whether or not there are officers already in the department who can do this. Of course, there are officers in the department who are doing this, and there is substantially a director of extension work. This creates no new office, but the difficulty with the present office is that it is attached to one bureau. At present it is attached to the Bureau of Plant Industry, and naturally the impression arose that it was to demonstrate things in the Bureau of Plant Industry.

But there are other things to demonstrate in the Department of Agriculture than plant growing. You know that one of the most interesting and difficult problems we have before us is the question of the meat supply of the country, and obviously we need to demonstrate to the man on the farm how he can grow more livestock. There is just as much need for doing that as there is to demonstrate to him how he can grow more corn. We want to carry to him the best results of the researches made by the Bureau of Animal Industry.

We may have something to say, incidentally, about roads, we may have something to say about the results in other bureaus, and, in my judgment it will be vastly better for this work if we should have an officer, not to be attached to any particular bureau, but free to use the results of the investigations made by every bureau in the Department of Agriculture, and have none of this fear of cross-firing, or jealousy, or of the question of whether somebody else is the proper man to do it. You cannot deal with the farm in its various phases, but you have to deal with it as a unit, and you want to demonstrate to the man on the farm everything that he is interested in. This is a matter of carrying information and not of investigation.

PRESIDENT ROOSEVELT'S STATEMENT APPOINTING COUNTRY LIFE COMMISSION, 1908

THEODORE ROOSEVELT

President of the United States

Excerpts from the President's letter of August 10, 1908, appointing the Country Life Commission. The report and recommendations of this commission made a strong impression on the country and had much to do with bringing about national support for extension work.

NO NATION has ever achieved permanent greatness unless this greatness was based on the well-being of the farmer class, the men who live on the soil, for it is upon their welfare, material and moral, that the welfare of the rest of the nation ultimately rests. The social and economic institutions of the open country are not keeping pace with the development of the country as a whole.

This problem of country life is in the truest sense a national problem. In an address delivered at the semicentennial of the founding of agricultural colleges in the United States a year ago last May, I said:

There is but one person whose welfare is as vital to the welfare of the whole country as is that of the wage-earner who does manual labor, and that is the tiller of the soil—the farmer. If there is one lesson taught by history, it is that the permanent greatness of any state must ultimately depend more upon the character of its country population than upon anything else. No growth of cities, no growth of wealth can make up for loss in either the number or the character of the farming population.

The farm grows the raw material for the food and clothing of all our citizens; it supports directly almost half of them; and nearly half of the children of the United States are born and brought up on the farms. How can the life of the farm family be made less solitary, fuller of opportunity, freer from drudgery, more comfortable, happier, and more attractive? Such a result is most earnestly to be desired. How can life on the farm be kept on the highest level, and, where it is not already on that level, be so improved, dignified, and brightened as to awaken and keep alive the pride and loyalty of the farmers' boys and girls, of the farmer's wife, and of the farmer himself?

We hope ultimately to double the average yield of wheat and corn per acre; it will be a great achievement; but it is even more important to double the desirability, comfort, and standing of the farmer's life.

It is especially important that whatever will serve to prepare country children for life on the farm and whatever will brighten home life in the country and make it richer and more attractive for

the mothers, wives, and daughters of farmers should be done promptly, thoroughly, and gladly. There is no more important person, measured in influence upon the life of the nation, than the farmer's wife, no more important home than the country home, and it is of national importance to do the best we can for both.

The farmers have hitherto had less than their full share of public attention along the lines of business and social life. There is too much belief among all our people that the prizes of life lie away from the farm. I am, therefore, anxious to bring before the people of the United States the question of securing better business and better living on the farm, whether by cooperation between farmers for buying, selling, and borrowing; by promoting social advantages and opportunities in the country; or by any other legitimate means that will help to make country life more gainful, more attractive, and fuller of opportunities, pleasures, and rewards for the men, women, and children of the farms.

I shall be very glad indeed if you will consent to serve upon a commission on country life, upon which I am asking the following gentlemen to act.

Prof. L. H. Bailey, New York State College of Agriculture, Ithaca, N. Y.,
Chairman.

Mr. Henry Wallace, *Wallace's Farmer*, Des Moines, Iowa.

President Kenyon L. Butterfield, Massachusetts Agricultural College, Amherst,
Mass.

Mr. Gifford Pinchot, United States Forest Service.

Mr. Walter H. Page, editor of *World's Work*, New York.

My immediate purpose in appointing this commission is to secure from it such information and advice as will enable me to make recommendations to Congress upon this extremely important matter. I shall be glad if the commission will report to me upon the present condition of country life, upon what means are now available for supplying the deficiencies which exist, and upon the best methods of organized permanent effort in investigation and actual work along the lines I have indicated.

In view of the pressing importance of this subject I should be glad to have you report the end of next December. For that reason the commission will doubtless find it impracticable to undertake extensive investigations, but will rather confine itself to a summary of what is already known, a statement of the problem, and the recommendation of measures tending toward its solution.

EXCERPTS FROM REPORT OF COUNTRY LIFE COMMISSION, 1909

The report of the Country Life Commission, issued in January 1909, made an impression on Congress and the country at large that made it one of the important achievements of Theodore Roosevelt's Administration. That part of the report on rural education most interesting to extension work is given herewith. It should be remembered in reading this report that President Butterfield, a member of the Commission, was at the same time chairman of the Committee on Extension in the Land Grant College Association.

WE FIND A GENERAL DEMAND for federal encouragement in educational propaganda to be in some way cooperative with the states. The people realize that the incubus of ignorance and inertia is so heavy and so widespread as to constitute a national danger and that it should be removed as rapidly as possible. It will be increasingly necessary for the national and state governments to cooperate to bring about the results that are needed in agricultural and other industrial education.

Extension Work Now on Small Scale

The arousing of the people must be accomplished in terms of their daily lives or of their welfare. For the country people this means that it must be largely in terms of agriculture. Some of the colleges of agriculture are now doing this kind of work effectively although on a pitifully small scale as compared with the needs. This is extension work, by which is meant all kinds of educational effort directly with the people, both old and young, at their homes and on their farms; it comprises all educational work that is conducted away from the institution and for those who can not go to schools and colleges.

The best extension work now proceeding in this country—if measured by the effort to reach the people in their homes and on their own ground—is that coming from some of the colleges of agriculture and the United States Department of Agriculture. Within the last 5 or 10 years the colleges of agriculture have been able to attack the problem of rural life in a new way. This extension work includes such efforts as local agricultural surveys, demonstrations on farms, nature study, and other work in schools, boys and girls' clubs of many kinds, crop organizations, redirection of rural societies, reading clubs,

library extension, lectures, traveling schools, farmers' institutes, inspections of herds, barns, crops, orchards, and farms, publications of many kinds, and similar educational effort directly in the field.

Advocates Nation-wide Extension Work

To accomplish these ends, we suggest the establishment of a nation-wide extension work. The first, or original, work of the agricultural branches of the land grant colleges was academic in the old sense; later there was added the great field of experiment and research; there now should be added the third coordinate branch, comprising extension work, without which no college of agriculture can adequately serve its state. It is to the extension department of these colleges, if properly conducted, that we must now look for the most effective rousing of the people of the land.

There are, however, in the opinion of the commission, two or three great movements of the utmost consequence that should be set under way at the earliest possible time, because they are fundamental; these call for special explanation.

1. Taking Stock of Country Life

There should be organized, as explained in the main report, under government leadership, a comprehensive plan for an exhaustive study or survey of all the conditions that surround the business of farming and the people who live in the country, in order to take stock of our resources and to supply the farmer with local knowledge. Federal and state governments, agricultural colleges and other educational agencies, organizations of various types, and individual students of the problem should be brought into cooperation for this great work of investigating with minute care all agricultural and country life conditions.

2. Nationalized Extension Work

Each state college of agriculture should be empowered to organize as soon as practicable a complete department of college extension, so managed as to reach every person on the land in its state with both information and inspiration. The work should include such forms of extension teaching as lectures, bulletins, reading courses, correspondence courses, demonstration, and other means of reaching the people at home and on their farms. It should be designed to forward not only the business of agriculture, but sanitation, education, home-making, and all interests of country life.

3. *A Campaign for Rural Progress*

We urge the holding of local, state, and even national conferences on rural progress, designed to unite the interests of education, organization, and religion into one forward movement for the rebuilding of country life. Rural teachers, librarians, clergymen, editors, physicians, and others may well unite with farmers in studying and discussing the rural question in all its aspects. We must in some way unite all institutions, all organizations, all individuals having any interest in country life into one great campaign for rural progress.

Part of President Roosevelt's Letter of February 9, 1909, Submitting Country Life Report to Congress

I transmit herewith the report of the Commission on Country Life.

Under our system, it is helpful to promote discussion of ways in which the people can help themselves. There are three main directions in which the farmers can help themselves; namely, better farming, better business, and better living on the farm. The national Department of Agriculture, which has rendered services equaled by no other similar departments in any other time or place; the state departments of agriculture; the state colleges of agriculture and the mechanic arts, especially through their extension work; the state agricultural experiment stations; the Farmers' Union; the Grange; the agricultural press, and other similar agencies—have all combined to place within the reach of the American farmer an amount and quality of agricultural information, which, if applied, would enable him, over large areas, to double the production of the farm.

The object of the Commission on Country Life is not to help the farmer raise better crops but to call his attention to the opportunities for better business and better living on the farms. If country life is to become what it should be, and what I believe it ultimately will be—one of the most dignified, desirable, and sought-after ways of earning a living—the farmer must take advantage not only of the agricultural knowledge which is at his disposal but of the methods which have raised and continue to raise the standards of living and of intelligence in other callings.

From all that has been done and learned, three great general and immediate needs of country life stand out:

First, effective cooperation among farmers, to put them on a level with the organized interests with which they do business.

Second, a new kind of schools in the country, which shall teach the children as much outdoors as indoors and perhaps more, so that they will prepare for country life, and not as at present, mainly for life in town.

Third, better means of communication, including good roads and a parcels post, which the country people are everywhere, and rightly, unanimous in demanding.

To these may well be added better sanitation: for easily preventable diseases hold several million country people in the slavery of continuous ill health.

The commission points out, and I concur in the conclusion, that the most important help that the government, whether national or state, can give is to show the people how to go about these tasks of organization, education, and communication with the best and quickest results. This can be done by the collection and spread of information.

To improve our system of agriculture seems to me the most urgent of the tasks which lie before us. But it can not, in my judgment, be effected by measures which touch only the material and technical side of the subject; the whole business and life of the farmer must also be taken into account. Such considerations led me to appoint the Commission on Country Life. Our object should be to help develop in the country community the great ideals of community life as well as of personal character. One of the most important adjuncts to this end must be the country church.

Neither society nor government can do much for country life unless there is voluntary response in the personal ideals of the men and women who live in the country. In the development of character, the home should be more important than the school, or than the society at large. The farmer should realize that the person who most needs consideration on the farm is his wife.

I warn my countrymen that the great recent progress made in city life is not a full measure of our civilization; for our civilization rests at the bottom on the wholesomeness, the attractiveness, and the completeness, as well as the prosperity, of life in the country. The men and women on the farms stand for what is fundamentally best and most needed in our American life. Upon the developments of country life rests ultimately our ability, by methods of farming requiring the highest intelligence, to continue to feed and clothe the hungry nations; to supply the city with fresh blood, clean bodies, and clear brains that can endure the terrific strain of modern life; we need the development of men in the open country, who will be in the future, as in the past, the stay and strength of the nation in time of war and its guiding and controlling spirit in time of peace.

The report of the Country Life Commission supported the report of the Land Grant College Extension Committee, of which President Butterfield was chairman. These two reports had an immediate effect on Congress, and Representative McLaughlin, of Michigan, introduced a bill in December 1909 that embodied the proposals of the Land Grant Extension Committee.

The McLaughlin Bill was endorsed by the Executive Committee of the Land Grant College Association. This was the beginning of the effort in Congress to support extension work with federal funds.

The McLaughlin Bill did not pass. It was followed by a number of other bills. Influential members of Congress wanted to combine the extension bill with a vocational agricultural bill. A detailed and quite complete analysis of the various bills and discussions in Congress can be found in the History of Agricultural Extension Work, by A. C. True.

CONGRESSIONAL HEARINGS ON THE SMITH-LEVER BILL, 1913

The following is taken from hearings before the Committee on Agriculture, 63d Congress of the United States, on the bill commonly known as the Smith-Lever Bill, September 23, 1913

MR. McLAUGHLIN (for the House Committee). You are in sympathy with the idea of taking this work out to the farmers and those who are not able to attend the colleges?

DR. GALLOWAY (for the Department of Agriculture). Absolutely.

MR. McLAUGHLIN. I have always understood that you were in sympathy with that idea, and you think that this bill as now drawn properly safeguards that?

DR. GALLOWAY. I do; and I think if allowed a little elasticity that it will make it practicable for the Secretary of Agriculture to more energetically take this work out to all the people and directly help the farmer on his own farm. Perhaps in this connection it might be well to call attention to a matter which was before the last meeting of the Association of Agricultural Colleges and Experiment Stations held at Atlanta. I would like, Mr. Chairman, to put it in the record at this point.

THE CHAIRMAN. Without objection, it will be insterted in the record. (Said report follows.)

Report of Committee of Association of Agricultural Colleges and Experiment Stations

The committee appointed by the Association of Agricultural Colleges and Experiment Stations to consider the whole question of extension service in its relation to helping the farmer, groups its general work in extension service under three heads: (1) Systematic instruction, (2) informal teaching, and (3) organization of rural communities. Under each of these heads are several subheads dealing with such questions as the movable school, the study club, boys and girls' clubs, conventions and lectures, farmers' institutes and farmers' week, farmers' conferences, demonstrations, railway specials, exhibitions, educational excursions, and others. The committee, commenting on this outline says:

This type of work is so fudamental in its relationship to agricultural proser that no student of the situation can but be convinced that the work itself

must expand largely and go on for all time. The only question is, Who is going to do it? Is it to be the agricultural colleges or are other agencies to perform it?

It is true that there are those who say that we can not hope to reach the hundredth man on the farm; that the most we can do is to train leaders at the colleges, and then through agricultural departments of high schools and by such means as the agricultural press, various agricultural societies, etc., let the modern knowledge percolate down as far as it may.

Extension Should Reach Last Man on the Land

Your committee believes that this doctrine is essentially undemocratic. We believe that the attempt should be made to reach the last man on the land, not primarily because of a sentimental regard for that last unfortunate man, but because it is absolutely essential in the conservation of soil resources that the intelligence of soil tillers be conserved.

The land in America devoted to agriculture is in the hands of some seven or eight million different men. A large proportion of these men are owners of the land, who have the power to determine whether the land shall be used properly or whether its fertility shall be encroached upon. They cannot be compelled by law to take proper care of their land. They will care for it properly only as they are educated to the level of an appreciation of the importance of right farming to themselves and to their posterity.

Extension Education a Continuous Process

There is another element in the situation. The character of our agricultural population is constantly changing. The foreigner, ignorant of our language and often ignorant of the best types of farming, is gradually crowding out the old American farmer. In other words, we have a perpetually flowing current of new soil workers who must be brought to understand the best methods of farming.

And then, too, we are making such rapid strides in our knowledge of agricultural science that even the graduates of agricultural schools and colleges will need to continue their studies. The time is coming when the extension service of the agricultural college will devote a considerable portion of its time to correspondence, teaching the better educated farmers who will avail themselves of this opportunity to keep themselves abreast of the times. This suggests that even if the attempt to reach the great masses of the farmers be given over to other agencies, the extension service of the agricultural college could find ample scope for its energies in the higher forms of extension teaching.

DR. GALLOWAY. It may be proper to submit a memorandum showing the tentative suggestions agreed to by the Committee of the Association of Agricultural Colleges and Experiment Stations, after consultation with the Secretary of Agriculture, in relation to the general subject of closer relationships on the part of the Department of Agriculture and the agricultural colleges and experiment stations of the several states.

(The memorandum referred to by Dr. Galloway and letters accompanying it follow.)

***Letter of May 19, 1913, from W. O. Thompson,
Chairman, Executive Committee, to
David F. Houston, Secretary of Agriculture***

MY DEAR MR. SECRETARY: I submit herewith the typewritten statement of the final draft of the suggestions discussed at the conference last Saturday with the executive committee. This is submitted to you for amendment and such further suggestions as may seem desirable to you. The committee tried to include all the items in the discussion that seemed to be of importance but may have omitted some, and in that case we shall be very much pleased to have you complete the statement.

If you will have the kindness to render this service and return a copy to me with your approval, I shall then, as suggested in the conference, prepare copies and forward them to the several colleges and stations as information; I should not do this, of course, without your approval.

***Tentative Suggestions Approved¹
on the Extension Program***

The executive committee approves the policy of unifying the administration of the extension service and is desirous of assisting in securing federal legislation to that end on the basis of the following principles and conditions.

1. That the extension service shall be administered wholly under the immediate direction of the college of agriculture. State leaders of extension service shall be appointed by said colleges and shall be recognized as college officials.
2. That extension service projects maintained by federal funds shall be entered upon after mutual approval by the department and the colleges.
3. That the funds to be applied to the maintenance of the extension service shall be secured through congressional appropriations made to the federal department, to be distributed by it to the several states as provided by law on the basis of the fundamental provisions embodied in the Lever Bill (H.R. 1692).
4. It is understood that the appropriations made for the extension service by the several states shall be under their control.
5. It is further understood that the (federal) moneys appropriated to extension service shall all be expended under the plans and agreements mutually approved by the department and the colleges, and that no outside cooperative arrangement for maintaining extension service shall be made with any corporation or commercial body, excepting as a corporation or commercial body may wish to donate funds to be administered in extension exclusively by the colleges of agriculture in consultation with the department.

***Reply of May 26, 1913, of
Secretary of Agriculture Houston
to W. O. Thompson, Chairman***

DEAR PRESIDENT THOMPSON: I have your recent note, together with the draft of suggestions looking toward bringing about closer relationships between

¹ By the Executive Committee of the Association of American Agricultural Colleges and Experiment Stations, after consultation with the Secretary of Agriculture.

the department and the college and stations. The suggestions are approved, although there are a few slight changes in the phraseology that might be just as well added later, after further discussion with your committee.

In view of the department's relations with the general education board, I would suggest that the words "corporation or" be omitted from the last paragraph, lines 6 and 7. This will limit the application of the paragraph to commercial bodies only. In view of our contract with the general education board, I would be pleased to consider further the relations of this work to that of the colleges at our next meeting. I have no doubt that satisfactory conclusions can be reached whereby all of the extension service may be handled through the colleges, where it seems to me it properly belongs.

***Statement of David F. Houston,
Secretary of Agriculture***

[The 1913-20 Secretary of Agriculture, appearing before the Congressional Committee on Agriculture, presented what is probably the most logical and strongest printed statement ever made on the importance of close cooperation between the land grant college and the U. S. Department of Agriculture in the dissemination of agricultural information.]

MR. CHAIRMAN AND GENTLEMEN: I think perhaps this matter might clear itself in the minds of some of the members if we made plain at the outset just what this bill intends to accomplish. Both the Department of Agriculture and the state colleges have many departments or bureaus, as you know. For many years they have been making investigations in an effort to discover things that will be helpful to farmers. For many years they have been trying to make known to the farmers what they have discovered. I think the greatest achievement the colleges have made, perhaps, is in the matter of discovering information, but the greatest difficulty they have encountered is in getting the information to the farmers and in inducing farmers to apply that information.

I suppose the gentlemen from the land grant colleges—and some of you perhaps know that I had the good fortune at one time to be connected with such a college—will agree with me that the most difficult undertaking is to get information to the farmers, and, if I may use the word, make them apply it. Personally I do not feel that we have been very successful in that, especially with the small farmers in remote districts, the very men we ought to reach, and it seems to me that is one of the great problems confronting the agricultural colleges and the Department of Agriculture today. I imagine that if we could get all that we now know, all that these departments know, and all that the best farmers know, to the farmers that are not especially informed and successful, we could revolutionize this Nation.

***Idle to Get Information If It Is
Not Used by Farmers***

Now, it is rather idle to spend millions of dollars to discover things if we do not get those discoveries to the farmers and induce the farmers to apply the information.

The agencies for reaching the farmers have not been exceptionally efficient. We have various agencies. We have the press, general and special; we have the bulletins. Now, there is no need of pointing out to you gentlemen that many farmers do not get these bulletins, do not read them if they get them, do not understand them. You know that the personal message is more effective than the printed message, but the personal message, in the form of lectures, is not especially efficient. We have discovered that the farmers' institute is not the most efficient way of reaching people.

It has been ascertained that the actual demonstration of a thing is the most effective. A farmer is rather prejudiced; he is conservative and rather hard-headed; he is a man of sense and wants to be shown; and he is skeptical until he is shown. If you can take his farm and show him that things can be done on it differently from the way in which he is doing those things and that results can be secured, then he is likely to follow. That seems to have been the conclusion from the demonstration work that the federal government and the state departments of agriculture have undertaken. Personally I know today of no better way of reaching the farmers than through this demonstration process.

***Federal and State Agencies
Should Work Together***

If it is wise and legal for the federal and state governments to undertake to secure this information, it certainly ought to be legal and wise to undertake to get it to the farmers in the most efficient manner. It seems to me that both the federal department and the state institutions ought to have efficient machinery to convey whatever information they have to the farmers. Now, we are getting it to the same people, and if each is going his own way he is going to do a double task and is going to duplicate very needlessly. Therefore, it has seemed to me exceptionally wise that we should adopt the closest sort of relations, not only in this business of getting information to the farmers but of discovering information for the farmers.

I saw when I was at the State College of Texas, and I see now, that there is some waste; that there is some duplication of effort in

both fields, in the field of investigation and in the field of information; that there has not been the closest coordination of effort. In some communities neither of two sets of institutions knows what the other is doing. They are sometimes working on the same problem without knowledge of that fact, when one of them could attack that problem with the assistance of the other.

I think I shall not make any unfair criticism of both departments when I say that they have not always carefully planned either their investigations or their dissemination of information, and with reference to the specific thing in mind and with reference to what the other agencies have been doing; this thing being relatively new, it is not singular that it should not have been perfectly done. The Department of Agriculture has discovered, after a long period, that the best way to secure carefully considered plans is to have projects carefully considered and formulated and then systematically executed. The colleges are coming to the same conclusion.

Now it so happens that there has been no arrangement by which the Department of Agriculture could know just what projects the state institutions had in mind, and we have been discussing with the executive committee of the land grant colleges whether it would not be feasible for each of these institutions to have in hand projects, formulated every year, by which all the institutions, federal and state, can work together. You can easily see how that would clear the air. The same thing applies to the information side of it. Each has been going its own road, and I think unquestionably the most admirable feature of this bill is that in this field it will bring these agencies together and make them work with a single mind—they are working for the same people—with the minimum of waste and with the maximum of care. By the careful formation of plans the two will work together and execute the plans in a way that will be most advantageous.

Cooperative Plans Should Be Developed

Now I know that in Texas—I would not say the same is true in other states, because I do not know—our investigators very often undertook work that was haphazard and had not been fully considered. The money was there; they were expected to spend it; and they spent it. If they had been forced to propose a project that was carefully thought out before a cent was expended the state would have gotten better results. The same thing was true of their attempts to give information. Somebody would come along, some railway company, and

say, "Let us have a farmers' institute," and they had a farmers' institute, but there was no well-devised plan. You can see exactly the same thing in this other field. The department is to give information; the colleges are to give information; and there is no reason why they should not cooperate in giving the information that they develop separately or in cooperation.

I believe that there is the key to the whole matter, and the most admirable feature of it is that provision which requires them to get their heads together to devise a plan for getting this information to the farmers and have an agreement beforehand. And I can not see any possible danger of the invasion of anybody's rights. If it is legal and wise for the federal government to make an appropriation to be used in cooperation with the states, it certainly is legal and wise for the federal government to take pains to see that money is expended for the interests of the people. And that is all this provision does. The only question that could be raised, it seems to me, as to the concentration of power or legality, is whether or not the federal government ought to appropriate the money. It does not seem to me that any question can be raised as to the wisdom and necessity of this matter after the money has been appropriated.

State to Develop Cooperative Administrative Machinery

Now, as to the machinery. As I interpret the act, it contemplates that each state shall devise its own machinery, shall have something like an office for extension or demonstration work, and shall have its staff of workers who shall reach every farmer in that state. It goes without saying that a state institution ought to be able to get into more intimate and easy touch with the farmers in its own state than the federal department can possibly do.

Therefore, it seems to me wise that provision should be made that the state shall develop the machinery. But the federal government has a responsibility. In the first place, it has information that it wants to give out; in the second place, it proposes to make an appropriation, and it is desirable that it should have machinery to see that that is carefully and wisely expended. It does not seem to me to be wise and adequate to provide merely that after the money is expended there shall be an audit; a post mortem does not get the best results and it does not reach the most desirable end. The thing to do is to have the two work in close harmony, put their heads together, and adopt a plan for getting their two sorts of information to the people.

WORK AND RELATIONSHIP EMPHASIZED IN THE SMITH-LEVER EXTENSION ACT AND IN THE DISCUSSION RELATING THERETO

C. B. SMITH

*Chief, Office of Extension Work in North and West, States Relations Service,
United States Department of Agriculture*

Part of a paper compiled about 1915 by Dr. Smith to show the thinking of Congress and of the Chairman, Extension Committee, Land Grant Colleges, in regard to the Smith-Lever Act, along with interpretative comments.

THE SMITH-LEVER EXTENSION ACT, providing for cooperative agricultural extension work between the land grant colleges and the United States Department of Agriculture, has been in active operation since July 1, 1914. During this period questions have arisen as to whether the work was really meant to be cooperative between the land grant colleges and the Department of Agriculture, as stated in the title to the Act.

Viewpoints of the Agricultural Committee of the House

Congressman Lever, Chairman of the Agricultural Committee of the House, in reporting the bill (63d Congress, 3d Session, House Report 110) stated the viewpoint of the committee with reference to it, in part as follows.

This bill provides for the inauguration of cooperative agricultural extension work through "Field demonstration, publications, and otherwise," to be carried on in accordance with plans mutually agreed upon by the Secretary of Agriculture and the land grant colleges receiving the benefits of the first Morrill Act.

It carries out to the farm the approved methods and practices of the agricultural colleges, experiment stations, the Department of Agriculture, and the best farmers, and demonstrates their value under the immediate environment of the farm itself.

The fundamental idea of the system of demonstration, or itinerant teaching, presupposes the personal contact of the teacher with the person being taught, the participation of the pupil in the actual demonstration of the lesson being taught, and the success of the method proposed.

County Agent Work Contemplated

Not only did the committee believe that the bill they were introducing provided especially for the demonstrational methods of teach-

ing, but that it provided definitely for the development of the county agent system of extension work and in a measure defined that system, as shown in the following language of the report.

The theory of this bill is to extend this system of itinerant teaching—the state always to measure the relative importance of the different lines of activity to be pursued and to determine upon the most important—to the entire county by providing for at least one trained demonstrator or itinerant teacher for each agricultural county, who in the very nature of things must give leadership and direction along all lines of rural activity—social, economic, and financial. This teacher or agent will become the instrumentality through which the colleges, the stations, and the Department of Agriculture will speak to those for whom they are organized to serve with respect to all lines of work engaged in by them. If he is sensible, tactful, and resourceful, he will become readily the leader of thought within the sphere of his activities. One of the most pressing problems in connection with rural life and progress is that of the development of leadership from among the rural people. This bill supplies this long-felt deficiency, well understood by those who have given to the problem serious thought.

County Agent to Give Attention to Marketing

In presenting the merits of the bill to Congress, the report not only dwells upon the probable increased yields of farm crops that will follow the adoption of the demonstration system of teaching, but makes it clear that the county agents will aid the farmers directly with their marketing problems, as shown in the following language.

To teach the farmer the best methods of increasing production is exceedingly important, but not more vitally so than is the importance of teaching him the best and most economical methods of distribution. It is not enough to show him how to grow bigger crops. He must be taught how to get the true value for these bigger crops, else Congress will be put in the attitude of regarding the work of the farmer as a kind of philanthropy. The itinerant teacher or demonstrator will be expected to give as much thought to the economic side of agriculture, the marketing, standardizing, and grading of farm products, as he gives to the matter of larger acreage yields. He is to assume leadership in every movement, whatever it may be, the aim of which is better farming, better living, more happiness, more education, and better citizenship.

Boys and Girls' Club Work Contemplated

Not only in the judgment of the committee was county agent work provided for in the Smith-Lever Act, but it also permitted and expected that boys and girls' club work would be developed under the act. With reference to this matter, the report states as follows.

The system of demonstration teaching so far developed in this country has confined its activities to the work of teaching the adult farmer and—in a limited way only through the “boys’ corn clubs” and “girls’ tomato clubs”—the boys and girls of the farm. Your committee believes that this bill furnishes the machinery by which the farm boy and girl can be reached with real agricultural and home economics training through the country schools.

The rural life is to be readjusted and agriculture dignified as a profession as it should be and is; the country boy and girl must be made to know in the most positive way that successful agriculture requires as much brain as does any other occupation in life.

The whole trend of our system of education is calculated to minimize agriculture as a profession. Its logical tendency is to create a feeling of dissatisfaction with farm life and an ambition to get away from it. Such a situation is unfortunate; it is most dangerous. The farm boy and girl can be taught that agriculture is the oldest and most dignified of the professions, and with equal attention and ability can be made as successful in dollars and cents, to say nothing of real happiness, as any of the other professions. Your committee believes that one of the main features of this bill is that it is so flexible as to provide for the inauguration of a system of itinerant teaching for boys and girls.

Home Economics Extension Work with Farm Women Contemplated

Finally the committee presented to the attention of the House the provisions of the bill providing for extension work in home economics for farm women, as shown in the following language.

Your committee commends to the special attention of this House that feature of the bill which provides authority for the itinerant teaching of home economics, or home management. This is the first time in the history of the country that the federal government has shown any tangible purpose or desire to help the farm woman, in a direct way, to solve her manifold problems and lessen her heavy burdens. The drudgery and toil of the farm wife have not been appreciated by those upon whom the duty of legislation devolves, nor has proper weight been given to her influence upon rural life. Our efforts heretofore have been given in aid of the farm man, his horses, cattle, and hogs, but his wife and girls have been neglected almost to a point of criminality. This bill provides the authority and the funds for inaugurating a system of teaching the farm wife and the farm girl the elementary principles of homemaking and home management, and your committee believes there is no more important work in the country than is this.

While the language of the bill as finally enacted states broadly the work contemplated, it is perhaps significant that the features specifically mentioned and emphasized by the committee are (1) cooperative work with the U. S. Department of Agriculture, (2) demonstrational teaching, (3) county agent work, (4) marketing, (5)

boys and girls' club work in both agriculture and home economics, and (6) home economics with farm women.

Bill Provides for Cooperative Effort

When the chairman of the Agricultural Committee, Representative Lever, introduced the bill in the House, he set forth in a brief speech what he believed to be its scope and its more striking features, namely, the creation of an agency to serve both the agricultural colleges and the U. S. Department of Agriculture in getting out the extension information of those institutions to the farmer and his family through a system of personal contact and field demonstration teaching, as shown in the following language.

Mr. Speaker, we have accumulated in the agricultural colleges and in the Department of Agriculture sufficient agricultural information which if made available to the farmers of this country and used by them would work a complete and absolute revolution in the social, economic, and financial condition of our rural population. The great problem we are up against now is to find the machinery by which we can link up the man on the farm with these various sources of information. We have expended in the neighborhood of a hundred million dollars in the last half century gathering together valuable agricultural truths. We have been spending 50 years trying to find an efficient agency for spreading this information throughout the country and putting it into the hands of the people for whom it was collected.

We have tried the Farmers' Bulletin. We have tried the press. We have tried the lecture and the institute work. All of these agencies have done good. They have been efficient in a measure, but there is not an agricultural student in the country who does not realize that the greatest efficiency is not being had from these agencies. This bill proposes to set up a system of general demonstration teaching throughout the country, and the agent in the field of the department and the college is to be the mouthpiece through which this information will reach the people, the man and woman and the boy and the girl on the farm. You cannot make the farmer change the methods which have been sufficient to earn a livelihood for himself and his family for many years unless you show him, under his own vine and fig tree as it were, that you have a system better than the system he himself has been following.

The plan proposed in this bill undertakes to do that by personal contact, not by writing to a man and saying that this is a better plan, but by going onto his farm under his own soil and climate conditions, and demonstrating there that you have a method which surpasses his in results.

View of the Land Grant Colleges on Cooperation

The views of the land grant colleges of the nation were stated by W. O. Thompson, President of the Ohio State University, speaking as

Chairman of the Executive Committee of the American Association of Agricultural Colleges and Experiment Stations. Following are some of his characteristic statements. ¹

It looks to us as if we should get closer together, with a better organization, a more efficient expenditure of money, and a better understanding than ever before. These colleges and stations are the best places where the federal government has been pouring in money, for 50 years in the colleges and 25 years in the stations. The federal control of its own money is an essential problem and a very practical situation. If any criticism could be made of federal expenditures for 50 years in the colleges and stations, I should say that it could be directed against the lack of careful supervision of the expenditure of its money.

Now comes along the extension field, which admittedly is the largest area, and therefore the least subject to supervision, in which it is proposed that before the money is expended the Department of Agriculture, representing the federal government, and these colleges, representing the state governments, shall get together in a friendly council, lay out the projects, and provide, as far as human agencies can provide, for the wise, economical, and efficient expenditure of this money. Gentlemen, it seems to me that that feature of the bill is the wisest feature of the whole matter and ought to commend itself to state and federal agencies alike. And so, speaking for the Association of Agricultural Colleges, I should say without hesitation that that is a very desirable and wise feature.

¹ Hearings before the Committee on Agriculture—House of Representatives, 63d Congress, HR 7951, pp. 48-49.

Chapter 4

ORGANIZATION AND ADMINISTRATION

MEMORANDUM OF UNDERSTANDING CONCERNING THE ADMINISTRATION OF THE SMITH-LEVER ACT— EXCERPTS

COOPERATIVE EXTENSION is one of the best examples in the United States of the federal system working efficiently. There is little overlapping in supervision among the county, state, and federal units. Local cooperation and leadership has been developed and recruited in a large way.

The College Agreement

1. The College agrees—

a. To organize and maintain a definite and distinct administrative division for the management and conduct of extension work in agriculture and home economics, with a responsible leader selected by the College and satisfactory to the Department of Agriculture;

b. To administer through such Extension Division thus organized any and all funds it has or may hereafter receive for such work from appropriations made by Congress or the State Legislature, by allotment from its Board of Education, or from any other source;

c. To cooperate with the United States Department of Agriculture in all extension work in agriculture and home economics which said Department is or shall be authorized by Congress to conduct in the State.

The Department Agreement

2. The United States Department of Agriculture agrees—

a. To establish and maintain in the Department of Agriculture a States Relation Committee, pending the authorization by Congress of a States Relations Service (now Extension Service), which shall represent the Department in the general supervision of all cooperative extension work in agriculture and home economics in which the Department shall participate in the State and shall have charge of the Department's business connected with the administration of all funds provided to the States under the Smith-Lever Act.

b. To conduct, in cooperation with the College, all demonstration and other forms of extension work in agriculture and home economics which the Department is authorized by Congress to conduct in the State of

NOTE: This agreement clearly provides that all moneys from all sources and projects spent for agricultural extension education by the United States Department of Agriculture and the land grant colleges shall be expended cooperatively. This is one of the strong features of extension work in the United States.

PRESIDENTIAL ADDRESS, LAND GRANT COLLEGE MEETING, 1914

A. C. TRUE

Director, States Relations Service, United States Department of Agriculture

Dr. True's distinguished service in the development of administrative procedures for cooperative extension work is evidenced in the following extract of his address. He convincingly pointed out in 1914, at the Land Grant College Meeting, the great importance of extension work in the land grant college and Department of Agricultural educational program and urged the colleges to make a special effort to provide adequately for it, both in subject matter and trained personnel.

TWO GREAT THINGS have occupied the center of attention and thought in the affairs of this association and in the institutions embraced in its membership during the past year. These are the Smith-Lever Extension Act and the changes in the relations of the agricultural colleges with the United States Department of Agriculture. It is my purpose at the present hour to consider briefly some of the broader relations of these matters to the future development of the land grant colleges and the Department of Agriculture.

The Extension Act has rounded out the federal legislation providing for the endowment along agricultural lines of the institutions whose establishment was made possible by the Land Grant College Act of 1862; not so much by liberal grants of money for extension work as by recognition of such work as a legitimate and necessary function of these colleges, one that ought to be performed throughout the nation. The chief importance of the new policy of the department in its relation with these colleges is the recognition that this national institution, founded also in 1862 primarily for research and instruction in agriculture, is really a part of our national system of agricultural education represented in the states by the land grant colleges, and that therefore it should work not alongside of them but in close interlocking alliance with them.

Extension Greatly Enlarges Work of Colleges and Government

The enlargement of the functions of both the colleges and the department through the broad and rapid development of extension work is relatively so recent and as yet so incomplete that there has been

little realization of its ultimate far-reaching effects. Undoubtedly it is too early for us to see very clearly what these will actually be, and un-inspired prophecy is always "a shot in the dark." On the other hand when we are laying the lines for a great and permanent enterprise it will not do for us to consider merely past experience and the pressing needs of the present. Whither are we going? What will be the goal of our efforts? These are reasonable questions, and incomplete answers are better than none.

So far extension work in this country has been very largely an incidental function of the agricultural colleges and the department. I do not mean by this that it has been carried on in a small way. Volumes of information collected by these institutions have been broadly disseminated through the printed page and by itinerant lecturers. In recent years demonstration work and the activities of the county agricultural agents have assumed considerable prominence but have been looked upon as in the experimental stage. In the main the colleges and the department have done extension work with funds under their immediate control and with agents sent out from the central headquarters. Now we have an act of Congress permanently providing for "cooperative agricultural extension work," to be supported not only with federal and state funds, but also with contributions from counties, local authorities, and individuals.

***Organized Agriculture May
Have Extension Work
in Every Community***

The plan of organization already generally adopted involves the appointment of county agricultural agents as one of its leading features. Carried to its logical conclusion this means that the colleges and the department will before long have a definite existence as educational agencies in practically every county of the United States. Through organization into small groups, the farm men and women may ultimately have classes in agriculture and home economics in every school district.

The agricultural college is to be changed from an institution having a strictly local habitat, with comparatively limited powers for the diffusion of knowledge, to a widely extended institution, dealing educationally with multitudes of people in their own homes. And it is to carry with it wherever it goes the national Department of Agriculture, not only as a provider of funds but as an active coadjutor in its

educational operations. And this education is to be not merely the giving out of information to be absorbed by the students, but rather the training involved in their active participation in the demonstrations and the discussions of practical affairs. It will constitute a large share of the extension instruction and will deal with matters of vital and immediate importance to the students, since it will affect their incomes, their daily practices, and their community interests.

Extension Gives Research Practical Test

The results of the investigations of the department and the experiment stations, as well as the teachings of the agricultural colleges, will hereafter be put to a much more thorough practical test. When the county agent system is well established in any region it will naturally be expected that after a reasonable lapse of time the agriculture of that region will show definite improvement. Not only should there be better crops and animals but these should be so handled and marketed that the farmers will receive more satisfactory returns from their labors. Moreover, the affairs of the farm homes and of the rural community should be more efficiently managed. It will no longer answer to state the agricultural progress of this region in general terms, however glittering. There must be definite facts and figures to prove every statement. And these should emanate not from the institutions and the agents who have been working there, but from the people for whose benefit the work has been done.

If the county agent eventually becomes directly responsible for the condition of affairs in his own county, everybody will know that he has had the backing of the agricultural college and the Department of Agriculture. These institutions will then be held chiefly responsible for the success of their agents. No other educational system has had such severe tests of its practical value. Here are standards of judgment from which there can be no appeal. If this system were to be applied only here and there, failure might be attributed to some peculiar local conditions. But this is to be a national system, and any failures will be due to imperfect or false teachings or to wrong methods of administration.

Extension Work a Vital Part of College and Department Functioning

This new system, then, is not merely an important addition to the business of the agricultural colleges and Department of Agriculture,

for which they must make proper arrangements by appointing competent agents and insuring the economical expenditure of public funds. It is, of course, to be expected that these institutions will put aside all political or other improper motives in the organization and work of the extension force. To gather about them and to send into the field a body of the most experienced and best trained men and women that existing conditions will permit, will indeed be a great achievement—they must be in thorough sympathy with the men, women, and children on our farms. To operate this force harmoniously and successfully, under a cooperative system that involves the close alliance of national, state, county, and local organizations, will be a most wonderful thing. But though we may have the most competent extension force we can get throughout the nation and the most cordial relations among the cooperating agencies, yet our extension system may prove a comparative failure. And it will do this unless the colleges and the department look upon the extension work as a vital part of their organism, even as the feet and hands are parts of our human bodies. The blood that flows in this body must be rich and pure, the nervous force that propels it must be strong and active, the will that controls it and the spirit that emanates from it must be inspired by the highest ideals of public service.

***Research and Extension Work
Should Be Mutually Helpful***

It is not only the administrative officers of the agricultural colleges and the Department of Agriculture who must work for the best development of the extension system as an organic part of their institutions. The investigators and the teachers also must feel and act toward the extension workers in the most sympathetic and helpful spirit. Furthermore, the extension workers, whatever the distance that separates them from headquarters, must fully realize that they are essential parts of the institutions they locally represent; they must be thoroughly imbued with a spirit of loyalty to these institutions and cultivate an attitude of broad and intelligent appreciation of the functions of college and departmental administrators, teachers, and investigators.

There must be no carping criticism of the theoretical vs. the practical, as if these are inevitably to be set one over against the other. Rather must there be a generous recognition of two important facts. The first, that in order to do our best work for the advancement of

agriculture and home economics, we must know the real facts, as determined by observation and experience. The second, that we must know the principles on which these facts are based, as determined by reason and investigation.

The man in the field must constantly bear in mind that what he has to demonstrate he owes very largely to the patient labors of the investigator and to the clear and orderly exposition of the teacher. And the man in the laboratory or the classroom must do his work with the consciousness that what he discovers or teaches will be speedily put to widespread tests of actual trial in the field.

Improvement in Agriculture Will Be Slow

For a time we may expect that our agricultural institutions will be very busy establishing the extension system on a grand scale. Thus they may seem to be, and in some cases may actually be, neglectful of the best interests of their research and teaching divisions. And the public will hear and think comparatively little of any of their work except as the extension service. But no sooner will the extension service be well established than it will be apparent that it cannot do what its enthusiastic propagandists have led the unthinking multitude to believe it would straightway accomplish. Here and there peculiar conditions will produce great and striking results. There may even be some steady progress in agricultural betterment over wide areas. But in the main, important changes in agricultural practice will be relatively few, and general advancement will be slow. The reasons for this will be many and complicated. But two important things affecting our agricultural institutions will be apparent.

First, it will be clear that to many of the agricultural problems the extension men will encounter in their work among farmers, no solution, or at best a very imperfect solution, is now available. The limitations of our knowledge will be more and more apparent as this knowledge is put to the test. Second, the need of further investigation along many lines will therefore become clearer, and the demand for it will be much more widespread and insistent.

College Teaching Must Be Improved and Expanded

The development of the extension service will therefore put an additional responsibility and burden on the teaching staff of our colleges. This force is already overburdened by the rapid increase in the

number of students. Under existing conditions this number will increase at an accelerating rate, for the people are just beginning to realize the value of an agricultural education. It is very important that the colleges should seriously consider the situation confronting their teaching departments, with a view to adjusting them to the new demands. For it is clear that the agricultural colleges must soon reach a decision as to what grades of teaching they will undertake and what they will leave to other agencies to perform. It is clearly their duty to provide thorough and ample courses of study for those who are to become investigators, teachers in secondary and collegiate institutions, extension workers, federal and state officials, managers of large enterprises directly or indirectly connected with agriculture, and those farmers who are desirous of a thorough college training as a preparation for following the art of agriculture.

***Department of Agriculture to
Separate Extension, Research,
and Regulatory Activities***

So far our agricultural experiment stations and the Department of Agriculture have been hampered in their research work because of varied other duties imposed on them, and by a lack of proper differentiation of lines of work and personnel. The department is now alive to this deficiency. Under plans for reorganization undertaken by Secretary Houston, it aims to make a distinct separation between research, extension, and regulatory activities. It will thus be possible to know what funds, equipment, and force it actually has for research; to determine definitely what problems it will attempt to solve; to put a more rigid responsibility on its research workers for formulating good plans; and to hold them to their work on the chosen projects until something worth while is accomplished. If adequate supervision of the research work of the department is provided, this plan should result in better and more productive research.

ADMINISTRATION OF THE SMITH-LEVER ACT

A. M. SOULE

President of Georgia Agricultural College

President Soule was a member of the original Land Grant College Extension Committee. He served on it continuously for a longer period than Dr. Butterfield and was its chairman in 1912. In the following extracts from his speech at the Land Grant College Meeting, 1914, he gives one of the very best early outlines of the administration of extension work

ONE OF THE GREATEST CONSTRUCTIVE MOVEMENTS in the history of American agriculture is now in progress of development. Like all undertakings of national importance, it has passed through an evolutionary period of agitation, debate, and legislation. This movement has now culminated in the passage of the Smith-Lever Extension Act, approved by President Woodrow Wilson on May 8, 1914.

The new law envisages a very definite relation between the agricultural college and its extension service. Since many purely local questions must necessarily be considered, it will hardly be possible to establish a strictly uniform plan for all the states. Essential features, however, will be nearly identical, and individual divergence of opinion cannot be allowed to preponderate if an effective scheme of service is established. Bearing in mind these limitations, the following suggestions seem apropos. Certainly the main features the plan outlines should be capable of wide adoption.

Three-Arm Service of Agricultural College

First of all, the college should attempt to function through a three-arm service, definitely coordinated. The first division should direct its main effort towards the promotion of research and the acquisition of truth basic to progress in any direction. The second division should concentrate its efforts mainly on instruction, that capable leaders may be trained. The third division should concern itself with the dissemination of agricultural knowledge as provided for under section 2 of the Smith-Lever Act. Debate on this phase of the question is obviously a waste of time. The fundamental law very properly requires the establishment of such a division and it is essentially right in this respect. Extension work must be administered as a unit and not as a side issue.

Organizing Extension Division Within the College

The work of the extension division, whether supported by state, federal, or private funds, should be organized and promoted on a project basis. The advantages that have accrued to the experiment stations through the adoption of this policy are too obvious to require elaboration. The project basis of work means that whoever is in charge of it shall present some well-matured plan of action that will be purposeful and lead to some definite and progressive end.

In accordance with the memorandum of understanding between the Georgia State College of Agriculture and the United States Department of Agriculture, the official head of the college is properly recognized in the administration of the extension work and is made the supervising and ultimate directing head of it. A director of extension work, who is responsible to him, must have a carefully selected and well qualified office staff, the size varying with the nature and extent of the projects undertaken. In some states there must of necessity be an assistant director. In addition, there should be specialists in animal husbandry, agronomy, horticulture, veterinary medicine, farm mechanics, and other lines of work. These men should be assigned or attached to the several college departments or divisions they will represent in the field.

Maintaining Adequate Funds

Every effort should be made to obtain state funds sufficient for the state to do its proper share in the maintenance and administration of the work. If the state does not readily meet the federal appropriations, funds can be obtained from the county through the commissioners or county board of education, or through the boards of trade, chambers of commerce, farmers' organizations, corporations, or individuals.

In many instances it will be an advantage if the college can secure part of the funds needed by the passage of a state enabling act, by which the counties may be permitted to appropriate funds for the maintenance of at least two county agents—a man to supervise farm work with men and boys, and a woman to direct home economics work with women and girls. If the county provides the funds, the local interest and support will be much stronger than if operating funds are regarded as an appropriation out of the general revenue.

Local and Federal Relationships

With the county as a unit, the work of the extension division should be promoted in harmony with the local government and with the support of the county officials who are elected by the people and who will control the appropriation of the county funds needed for the work. Certainly, the county board of education should be recognized and its interest enlisted. This can generally be done if the county agents are possessed of tact and the ability to impress their communities with the importance and value of their work. The sympathy also should be enlisted of farmers' unions, boards of trade, bankers, and other local organizations and individuals through whom the county agents are supposed to work. With such recognition and interest, there should be no serious difficulty in getting a proper basis of local support for the work.

The relationships that would exist with the United States Department of Agriculture have already been amplified in such detail as to make their further elaboration unnecessary. No conflict will result if all the special work of the department in extension teaching and home economics is coordinated with the college, as provided for under the Smith-Lever Extension Act and through a special memorandum of agreement. This difficulty has already been adjusted in the institution which I represent, as previously pointed out, through the consummation of arrangements based on these principles.

Director of Extension Needs Sympathy and Support

In the meantime, the director of an extension division has one of the hardest jobs ever assigned to a college worker. He needs the sympathy and ardent support of the board of trustees, the administrative officer under whom he serves, and his colleagues. He is confronted with the almost impossible situation of enlisting adequately trained men and women for an entirely new kind of work, and some of the specimens who would willingly sacrifice themselves on the altar of their county would wring tears from the heart of stone. In other words, he is practically called on to create a force which for astuteness and general good judgment must possess the patience of Job and the wisdom of Solomon. Since situations quite as difficult and problems quite as acute have been solved successfully by the members of this association on several other occasions, I have no fear as to the ultimate outcome.

Extension work properly organized will tend to right conditions on the farm and in the home and will bring inspiration and encouragement where dejection and sometimes despair and failure have been enthroned too long. It will give constructive purpose to the minds of many of our people. It will result in the development of a more permanent type of agriculture, through making available to the farm and the farm home the wonderful stores of knowledge developed by scientific research, but long left in cold storage for want of some efficient medium of distribution.

WHAT ORGANIZATION SHOULD PRECEDE FOOD EMERGENCY AGENTS IN A COUNTY?

M. C. BURRITT

Director, New York State Extension Service

Part of a speech given at the Land Grant College Meeting in 1917, putting into concise, descriptive words the type of organization that was developed to make extension work more effective. It also gives the philosophy and objectives that motivated extension workers in encouraging organization.

ALTHOUGH I AM ASSUMING that we all agree that some farm organization is necessary, it is desirable that we first consider the question *Why any organization?* as this in large measure determines its character. Organization is necessary for the following reasons.

1. It Multiplies Effort—Especially Self-help Effort

Organization means the enlistment of others in the effort. It not only increases the number working but applies the principle of self-help, thereby securing larger support, increased efficiency, and more far-reaching results.

Rural people must, in the main, solve their own problems. In times of war as in times of peace, in attempting to do too much for farmers, we are in grave danger of defeating our own ends and of creating a rural peasantry.

2. Organization Establishes Close Contact with Localities

The most effective work can never be done by an overhead, far-away agency. The organization ought to reach into every rural community.

3. *Organization Makes Leadership Most Effective*

Organization and leadership are two equally essential forces. Organization without leadership is practically useless and certainly ineffective. Leadership yields maximum results only when it is applied to well organized units.

4. *Organization Provides a Clearing House*

In this manner local needs may be expressed, plans best worked out, and state and federal programs quickly and generally put into active operation. An organization extending into every rural community in a state is absolutely essential to the efficient carrying out of any state program.

The Problem

To be efficient, organization must be adaptable and fitted to local conditions. The underlying principles of rural organization are everywhere the same. In particular, before an organization is applied to any unit, we should know—

1. *The Job*

The county unit usually varies in size from 2,000 to 10,000 farms. The number of townships in the county unit, the number of communities per township and per county, and the established farm systems, rotations, practices, customs, and methods all enter into the organization of a county unit and into that of the community unit as well.

Before the character of the job can be fully appreciated, the organizer should know who are the natural leaders in present lines of effort in the community—the men of best experience, their particular local connections, and their prejudices—in other words, who are the best men to tie to. A survey of the field should always precede any organization. It should seek to discover—

- a. The local organizations that already exist.
- b. The present leaders and men of influence—farmers, teachers, school superintendents, pastors, tradesmen, merchants, supervisors, and even political leaders.
- c. The persons who are interested in this particular kind of work.
- d. Who are the best farmers.
- e. The best means and places of getting groups together.
- f. What particular facts or situations may prejudice the work.

In some instances leaders have to be trained for their work, but in many cases men naturally adapted to the job may be found. These

should always be sought out, as they are likely to be efficient from the beginning and get speedier results.

2. The Time Available in Which to Get the Organization Working

The word "emergency" implies a need for haste. This is further emphasized by the great importance of food in this World War.

It is absolutely essential then that the desired action be obtained quickly. The agent must get to work at an early and appropriate time and in circumstances in which results can be secured.

The practical application is the actual selection of an effective executive committee and, later, the selection of local advisory community committees or representatives.

Essentials Organization Should Possess

As already stated, while there may be great variation in the particular methods by which any organization is put into operation, the underlying principles are everywhere the same. Some of these essential principles are—

1. Local Financial Support

In principle, it is essential that the country shall contribute financially toward the support of a food emergency agent. Preferably this support should be both through taxes and through local membership. Through taxes, so as to place a part of the financial support of the work on the whole people. Through membership, in order to enlist the support and cooperation of those individuals who are specially interested in the work.

2. Actual and Definite Local Responsibility

The responsibility for local facilities, finances, policies of work, etc., must be real to be really effective. This responsibility can be of most value only when it reaches to every man of the committee and to every member. The three main causes for failure of a community to take responsibility are—

- a. Lack of understanding of the nature of the work and of the organization.
- b. Too much help, with a consequent lack of opportunity to assume responsibility.
- c. Lack of real vital interest in the work.

The first and the second of these causes are likely to be the fault of the organizer, and the third may be. There is too much of a tendency by organizers to fear that this or that man will not do his work

well; therefore they do it themselves. Men learn to do by doing rather than by having work done for them. This is a frequent and usually a fatal mistake in organization work.

3. *The Comprehensiveness or Completeness with Which Entire Unit is Reached*

In the regular work, I believe it is desirable, if not essential, that the whole county be mapped and charted and that every community in the county be organized with 3 to 5 representative farmers as committee members. Meetings of these committees should be called at once to arrange community meetings.

4. *Leadership Chosen on the Basis of Qualifications*

I have already indicated the vital importance of strong and wise leadership in the success of any organization. No matter how perfect the organization, leadership is half the battle.

An Efficient Organization

The securing, developing, and using of the machinery created to do a piece of work so as to develop an efficient organization depends primarily upon three factors:

- a. A definite plan of procedure and its clear presentation to the group.
- b. A community program based upon a survey of problems and needs.
- c. Frequent meetings and consultations with officers and committees of the organization.

Summary

Organization for organization's sake is fore-doomed to failure. Neither can organization succeed if it is superimposed from without and is not a vital part of the community. But organization for a purpose, with a definite, clearly set-forth program, is a necessary means of solving rural problems.

CONFIDENTIAL LETTER FOR BOYS AND GIRLS ONLY**E. T. MEREDITH***Secretary of Agriculture of the United States*

Secretary Meredith, as publisher of "Successful Farming" and as Secretary of Agriculture, rendered a fine constructive service to 4-H Clubs and to all youth activities.

I WANT TO SAY JUST A FEW WORDS to the farm boys and farm girls, and the older people need not bother to read it at all.

Now, you and I know that the boys and girls' club work represents one of the most important lines of agricultural activity in the United States today. I believe it is important because it has such large possibilities. We men and women who are trying to improve farming and farm life will be out of the game when you boys and girls are just reaching the prime of life. You have the advantage of us, because you are learning the principles of good agriculture and homemaking while you are still young enough to learn to the best advantage and to apply in a practical way throughout your whole lives the knowledge thus gained.

Even as boys and girls you are accomplishing more good than can be measured. The good that you will be able to do will increase as you grow older, and when you become full-grown men and women, you can supply for the agricultural forces of this nation a leadership such as the world has never known before.

I congratulate the boys and girls' club members. I would like to ask a favor of the boys and girls who are not members of the clubs. We are trying—the United States Department of Agriculture, the state agricultural colleges, and a great many other people—to make the farms of this country more profitable and home life on the farm more pleasant. I wish the rest of you boys and girls would join with those who are already members of the clubs and help us in accomplishing this great service for our common country. It is a patriotic thing to do; and it is a service that cannot be rendered by anybody except you boys and girls.

The year 1920 should be the biggest year in the history of boys and girls' club work—and I am confident that it will be. The country is facing a difficult situation, because so many men have left the farms to work in the city. The good work that the club boys and girls can

do will help to overcome that handicap—and the club boys and girls will do that kind of work this year. It may hearten you to know that many of us here in the Department of Agriculture look upon boys and girls' clubs much as Caesar must have looked upon the Tenth Legion or Napoleon upon the Old Guard. Other forces may fall, but we know that we can rely on you.

I might not be willing to see you undertake such serious service if I did not know that, while you work hard, you play joyously together. I am sure that the boys and girls in the clubs have better times than the boys and girls who are not in the clubs, and that is an additional compensation to you for the hard work you do as members of the clubs.

GROWTH OF AN IDEA

W. A. LLOYD

In Charge County Agent Work, Office of Extension Work in North and West, States Relations Service, United States Department of Agriculture

The following gives in expressive and interesting language the fundamental importance of organized farmer participation in extension work. Taken from a talk given in celebration of the organization of the Broome County Farm Bureau and the spread of the idea of farmer participation in extension education, at Binghamton, New York, 1921.

I COUNT MYSELF MOST FORTUNATE if any chance remark of mine may have led to the resolution to give fitting celebration of the inauguration of the organized cooperative agricultural extension work in Broome County that began here 10 years ago. It is altogether fitting and proper that such a celebration should be held. The event itself is worthy of it. Moreover, it gives evidence of an awakened rural consciousness to the significance of happenings affecting both farm business and country life.

Too often we are apt to think that the only worth-while things, the only things worth remembering, the only things worth celebrating, the only events worth memorializing, take place in the city. The world's history, alas, is too much a history of cities, of wars, of diplomatic intrigue, and of commercial rivalry. In the histories of Babylonia, Egypt, Greece, Rome, Middle-Age Europe, Modern Europe, and America are important events of national and world significance re-

lating to agricultural developments that are obscure or unrecognized, because unrecorded. It is not uncommon in our own or other countries to point to the rural antecedents or rural birth of some of our great men, but the historical content too often is that advancement to prominence came only because they left the farm and identified themselves with business, or politics, or war. From the standpoint of fame, the farm seems to be a good place on which to be born, and a good place to leave. The real heroes of the soil, the leaders in the open country, are for the most part unknown and their deeds unsung.

Agriculture Should Commemorate Its Achievements

If we are to develop a rural citizenship in America that is permanent and progressive, it must be a citizenship with a rural consciousness, one that is proud of its own achievement and of its own work and one that recognizes its own heroes. The agricultural work of Broome County is perhaps 200 years old, yet who is there today who knows the important questions relating to rural matters of this county, such as the location of the first farm, the erection of the first silo, the liming of the first field, the introduction of the first purebred livestock, or any one of a hundred other questions affecting the origin and progress of farming in this county?

The country boy visiting New York City or Washington listens to the blatant voice of the conductor of the sightseeing bus as he calls attention to the work of men and the significance of localities that had to do with the development of the city or the nation. What an inspiration it would be to the country boy and the country girl if in walking down a long country lane to the little red school house, they could see by the wayside permanent markers erected to commemorate the events that have had to do with the development of rural citizenship and agricultural progress!

Farmers Should Be Proud of Their Work

One of the sad things to me as I ride into the open country is to see all the signboards point to the town. There is another thing I deplore, and that is the apologetic attitude that farmers often entertain toward their business. Even since coming here today, I have heard a farmer say, "I am 'only' a farmer." Why "only?" Did you ever hear a banker say he was "only" a banker? Or a manu-

facturer say that he was "only" a manufacturer? No. A successful man in business is proud of his work.

If farming is to be stable, it must be profitable and agreeable. It must have the advantages of any other business; but it won't be prosperous and it won't be agreeable unless it retains the best blood, the best individuals—boys and girls—in the country. This is just a simple biological fact. You livestock farmers know what it means if you sell your best animals. You grain farmers know what it means if you sell your best seed. Well, how are you going to keep the best young women contented in the country? Not, surely, in an atmosphere of apology; not when father and mother bemoan the fate that tied them to the farm, their family pride expressed only in regard to the aunts and uncles who live in the city! Not when all the signboards point to the town and none to the country school, the country church, the Grange, or the community hall! Not when the only things worth praising or celebrating or memorializing or raising monuments to are thought of as in the city! We shall only have the respect of others if we respect ourselves. Let us quit the "only-a-farmer business." Let us prize the worth-while in the country and here and there erect a bronze tablet or granite monument to perpetuate the significant things in the agricultural life of the community and the state and so keep our best blood at home.

I am here today to bear testimony that there is evidence of an awakened rural consciousness along this line. I have seen its manifestations in the past 5 years in many states. This event today, which in itself is so worth while commemorating, has a significance much larger than the event it commemorates. But what is it we are here met to commemorate? Why is it that the eyes of the farmers in every state, in almost every county in the Union, are turned today toward Binghamton? What is it that was done here that should cause us to pause and give expression to what we feel and believe? It was not the beginning of agricultural extension work, for the agricultural press, for the bulletin, and the farmer's institute had long preceded us in that field. It was not the birth of county agent work, for for 5 years preceding the inauguration of the work here, county agents had been at work in the Southern States. There were some 300 men working as county agents in that territory before the work began here. It was not farm demonstration work in the Northern and Western States, for that, too, had been carried on in one way or another for a half dozen years.

Broome County Farm Bureau Organized for Cooperation

The significant thing that grew out of the work that was begun here 10 years ago was the participation of the farmer in an organized way through direct cooperation with his public agricultural institutions, in the work of agricultural advancement. Perhaps none of those who participated in the meetings of this Chamber of Commerce prior to the inauguration of the work here visualized what would come of it. It was an experiment, and even the end in view may have been somewhat obscure. Surely there was no chart to map the passage. Just as Columbus, when he set out from Spain, was seeking a new route to the Indies and by mistake discovered America, so the influences that had their beginnings here have happily carried us to an unexpected haven. We set out to experiment, to find a new way in extension work. Through the mists that are lifting we are finding an orderly, organized agriculture, which if unknown and unvisioned at the start, gives promise of a secure refuge.

The thing that has come out of organized, cooperative agricultural extension work in Broome County is typical of our American life. Our advancement along all lines has been a matter of evolution rather than revolution. We have had great leaders in America, and I do not undervalue or underestimate their work, but the general intelligence, education, and initiative of our citizens, combined with the opportunity they have for expression, has given opportunity for the humblest citizen to contribute his part toward every great movement. That is what makes America great.

Cooperative Extension Developed

This state was a leader in laying the broad basis for organized farmer cooperation in extension work. Fundamental ideas came from the workers of the college of agriculture and from farm leaders in the counties. Other important ideas have been incorporated from time to time from other states in the East, in the Middle West, and in the Far West, ideas that in the progress of the years have shaped themselves, until we have developed a new agricultural institution unlike anything else in the world. It is nothing less than the most intimate participation of the farmer in the work of the government as it relates to agriculture. The college of agriculture, as a service institution, has expanded its campus to the most remote farm in the state. The Department of Agriculture through this partnership

touches elbows with the whole farm population of America, and the farmer and his family sit down in counsel in equality and companionship with those who have been delegated to serve him in the nation and in the state. There can be no more wonderful example of "A government of the people, for the people, and by the people" than is represented in the organization of cooperative extension work through the county farm bureau, the agricultural colleges, and the United States Department of Agriculture, which together constitute the National Cooperative Extension Service.

It is no mean thing that we are celebrating here today. It is more than the appointment of a man, or the organization of an agricultural society; it is a concrete expression of democracy, of which there are but too few examples. Too often people, even in democratic America, visualize their government as something separate, apart, superior. Too often the government even in democratic America deals with the people after the manner of kings. The county cooperative agricultural extension service, whose organized beginning we are celebrating, establishes a real partnership between the people of an industry—the greatest single industry in America—and the government. It has grown immensely and has succeeded even beyond expectations.

STATEMENT CONCERNING THE RELATION OF FEDERAL COOPERATIVE EXTENSION EMPLOYEES TO AGRICULTURAL ORGANIZATIONS

HENRY C. WALLACE

Secretary of Agriculture of the United States

It is much more effective for extension to conduct educational work in close cooperation with organized agriculture. It also brings up problems upon which Secretary Wallace makes definite suggestions in the following statement, issued August 25, 1922.

THE ACT OF CONGRESS approved May 8, 1914, and acts supplemental thereto, established cooperative agricultural extension work between the federal Department of Agriculture and state agricultural colleges. Section 2 of that act defines the work as follows.

SEC. 2. That cooperative agricultural extension work shall consist of the giving of instruction and practical demonstrations in agriculture and home economics to persons not attending or resident in said subjects through field demonstrations,

publications, and otherwise; and this work shall be carried on in such manner as may be mutually agreed upon by the Secretary of Agriculture and the state agricultural college or colleges receiving the benefits of this act.

It is thus made clear that the work of the cooperative extension employees, whether county agents, home demonstration agents, boys and girls' club agents, or other cooperative extension workers, is educational. These extension workers are public teachers, paid with money largely raised from all the people by taxation and charged with giving instructions and practical demonstrations in agriculture and home economics. Their work covers the entire rural field, which includes economic production, economic marketing, and the development of better home, community, and social conditions.

As they are public teachers, it is not a part of the official duties of extension agents to perform for individual farmers or for organizations the actual operations of production and marketing or the various activities necessary to the proper conduct of business or social organizations. They may not properly act as organizers for farmers' associations; conduct membership campaigns; solicit membership; edit organization publications; manage cooperative business enterprises; engage in commercial activities; act as financial or business agents; or take part in any of the work of farmers' organizations or of an individual farmer. These are outside their duties as defined by the law and by the approved projects governing their work. They are expected, however, to make available to organizations such information as will be helpful to them and contribute to the success of their work.

The various federal laws provide that cooperative extension work shall be conducted in such manner as shall be mutually agreed upon by the Secretary of Agriculture and the state agriculture colleges. By an agreement between these agencies an extension director located in each state is the representative of both the college and the department. He submits projects for extension work to the secretary for approval.

In carrying out these projects the law provides that no federal Smith-Lever money, except \$10,000 per state, shall be paid to the states for cooperative work until ". . . an equal sum has been appropriated for that year by the legislature of such state, or provided by state, county, college, local authority, or individual contributions from within the state, for the maintenance of the cooperative agricultural extension work provided for in this act."

Under a later act provisions were made that "moneys contributed from such outside sources shall be paid only through the Secretary of

Agriculture or through state, county, or municipal agencies or local farm bureaus or like organizations, cooperating for the purpose with the Secretary of Agriculture.”

This makes it very clear that the law contemplates cooperation with farmers' organizations willing to cooperate in the work with which the cooperative extension agent is charged. It is the duty of the extension agents to render such assistance whenever possible in his teaching capacity to any agricultural organizations desiring it. Furthermore, the work of these extension agents can be most effective where it is carried on with organized groups of rural people. It is entirely proper for any agricultural agency to contribute funds for the support of such work, and these funds may be accepted legally by the extension service of the agricultural colleges and by the federal Government for work on approved projects.

In short, it is the business of the extension agent to cooperate with all agricultural organizations that desire to cooperate on approved projects. If more than one organization exists in a county, he must cooperate with all fairly and impartially in the educational work in which they are mutually interested.

The Department of Agriculture must necessarily consider in its administration of federal cooperative extension funds the laws that have been passed by the various state legislatures in accepting these funds and under which agreements have been made with those states for conducting this work. If special provisions relating to the methods of cooperation with agricultural organizations or other agencies are contained in state laws, and do not conflict with federal laws, it is clearly the duty of the Secretary of Agriculture to accept such provisions in a cooperative project.

THE EXTENSION MACHINE AND THE HIGHWAY OF SERVICE

H. H. WILLIAMSON

State Extension Agent, Texas State Extension Service

This talk, given at College Station, Texas, in 1928, develops sound extension methods of organization, cooperative relationships, and teaching.

THE DIFFERENCE BETWEEN an automobile and a pile of scrap iron is organization. The difference between a state extension service of 300 workers and a mass of 300 people is organization. An automobile

has many parts, each working in unison. Who can contend that a cylinder head is more necessary than the transmission, or the steering gear than the timer? The same can be said of an extension service. Its strength and efficiency is dependent upon the manner in which the individuals fit into the organization and work together for a common purpose.

A machine, no matter how perfect, is confronted with the problem of friction. Friction generates heat, and heat creates complications. The control is lubrication. The lubricant for the extension service is the spirit of cooperation. There are many grades of lubricating oils. There are at least three grades of cooperation.

Three Grades of Cooperation

The cheapest grade is represented by the attitude, "I will cooperate if the other fellow will, but he shows no disposition to cooperate." The medium grade by, "I will cooperate by going half way and no more. If the other party does not go equally as far, and if I am not given equal credit, it is doubtful if the experiment will be tried again." And the premium grade by, "I will go not less than half the way, and all the way if necessary, and if the other fellow's ability for cooperation is limited, I will teach him some of the fundamentals in such a tactful manner that he will think he is teaching me." This highest grade is recommended at all times.

The automobile came into existence a quarter of a century ago, so did extension work. The automobile is based on a few fundamentals, such as an internal-combustion engine, four wheels, tires, and brakes. Its mission is transportation. The upholstery and lines are constantly being changed, but not the fundamental principles of construction or its mission.

Principles Fundamental— Methods Change

The same can be said of extension work. It is based upon the fundamental principle of teaching by means of demonstration. Its mission in the beginning and its mission today is to increase the financial income of the farmer and the happiness and comforts of the home.

Our upholstery or methods frequently change but the principles remain the same. We too often confuse methods with principles. Let's

stick to principles and change methods as often as necessary, not making the mistake of trying to fix methods and change principles.

It is teaching by means of demonstration of a better and more profitable method that is most appreciated. The story is told of a young man who had an attack of old-fashioned cramp colic. The doctor came and diagnosed the case correctly. He told the patient the facts and influences causing the trouble. He charted and graphed the malady. A mustard plaster, he said, was the remedy. He told the history of mustard. At this instant, the patient was struck by another severe pain and he yelled, "Doctor, cut out your factors, influence, and history and spread some on a cloth and use it." This principle applies in extension work. There can be no result until there is an application.

The extension service consists of people. Its strength is the combined strength of the individuals. The appraised value of farm land is based upon its production. The manner in which the land acquired its fertility and producing powers has little effect upon fixing its value. The same is true of the individual.

Deserved encouragement and praise are our greatest tools. Few people are reformed by criticism. Few improvements are made on the farm or in the home because of criticism.

The extension agent is constantly under the eye of the public. Both his private and official acts are observed. There is probably no greater test of an individual than extension work.

A highway is a passage that leads to a point, a destination. Our destination is a better agriculture. At each road fork, one road is more direct than the other.

Policies are to an organization what signs are to the highway. They are positive, they direct, and they are for the protection of the traveler. A policy is the outgrowth of repeated experiences. It represents the best conclusions for future operations. A policy should not be the result of a mere opinion or guess, for it is going to be used as a guide for someone. A rule is different from a policy in purpose and use. It is negative. Rules are brought into use by lack of observance of policies. A strong organization is one with many sound policies and few rules.

Signs on Extension Highways

Let us read three of the signs on the Extension Highway. The first one is, "Take Interest in Your Organization." Our responsibility

is limited to our immediate job, whether that be county agent, district agent, or specialist. Our interest and concern in the welfare of the organization should have no limit.

“Stick to Your Job.” How easy it is at times to get off the road at this point and find ourselves trying to do the other fellow’s job. It may lead to an attempt to manage the Chamber of Commerce, Boy Scouts, or fairs or to direct the activities of other agencies. It may be argued that all of this is good, worthy, and worth while, but it is not our road.

“Watch Your Relations to Others.” We are fortunate in having a large number of educational agencies that are ready and willing to cooperate and assist in carrying on a big farm-and-home educational program. There is, however, a temptation for some organizations to expect their programs to be put over by the county and home agents, and failure to do this may lead to conclusions that it represents a lack of cooperation on the part of the extension service.

We may feel periods of discouragement caused by apparent lack of appreciation, or by unkind words, or by absence of visible results. There is a story told of a lady who planted a rare rose bush in a select spot in the garden near an old rock wall. She fertilized it, watered it, and cultivated it with care, but she saw no reward for her efforts. Presently it was discovered that shoots had pushed through crevices in the wall and were blooming in beauty on the other side.

Work on, even though there be a lack of appreciation of your efforts, and thereby unobserved results. In the unseen world you may find your unseen roses in full bloom, scenting the air with fragrance, making sweeter the lives of others.

THE FOUNDATION OF EXTENSION WORK

O. B. MARTIN

Director, Texas State Extension Service

“We Need Beacons More Than Programs”

Part of a paper given in 1931, in which the distinctive character of extension teaching is portrayed. Extension teaches by encouraging and helping cooperators to demonstrate better methods.

THERE ARE FOUR GREAT PRINCIPLES upon which the extension service proceeds, namely, (1) The citizen is the sovereign in a democracy, (2) the home is the fundamental unit of civilization, (3) the family

is the first training group of the human race, and (4) the average farm is endowed with great resources and possibilities.

The Individual

The nation is still working to establish a democracy. Sovereignty of the citizen is the foundation and frame of the structure. Agents may report miles traveled, letters written, phone calls made and received, method demonstrations conducted, and days in the office and days and nights elsewhere, but it is all "mint, anise, and cummin" if they neglect the weighty matters of our law, which makes the citizen "monarch of all he surveys."

Every altruistic seer looks forward to that millennial day when the farmer shall be "free from vassalage of mortgage and the bondage of debt and become a toiler for pleasure, for home, for knowledge, and for country." Seaman Knapp said, "It is upon the thrift, prosperity, and independence of the average man that our citizenship is based." He observed that the men were growing faster than the crops. He also knew that, "Mere teaching rarely reforms. It instructs, but does not necessarily reform." Reformation, therefore, will be slow and halting if ordinary teaching methods are used. The very word "agent" indicates a doing job. All agents must think first and most about the citizen, the home, and the family.

The Home

It took several years of development for the farm demonstration agents to realize that all their efforts must eventually converge in the home. Some have realized that, "The great force which readjusts the world originates in the home." This applies to material as well as to spiritual matters. A dairy specialist from the United States Department of Agriculture, when learning that Texas women were making cheese in their homes and selling the surplus, remarked that the cheese factories in New York and Wisconsin started that way. Home industries sometimes show business men what factories are needed. The success of the woman demonstrators with their well-balanced pantries, as well as with other object lessons of magnitude, content, and value, must have inspired the chairman of the agricultural committee of the State Bankers' Association of Texas to suggest the slogan, "Every Farm a Factory—Every Week in the Year."

Most of the farm manufacturing is in and near the home itself. Long before the first home demonstration agent was appointed, these

axiomatic truths were uttered: "The world's most important school is the home with the small farm . . ." "The matter of paramount importance in the world is the readjustment of the home." Surely, the thoughtful agent will not approach the home with the same programmatic methods that the school teacher uses. The analogy will not hold. The plan is not the same. The home is holy ground. This agent is not just an itinerant teacher.

Selecting Demonstrators

Young agents need to be taught to pass up people who already know it all. They should select demonstrators who wish to better their own condition and to help others. It is not necessary to get everybody at first. Remember Gideon. The history of the work shows that all cannot be done at the start. But from a small beginning a basis can be established for making the whole farm a demonstration, and that requires time.

A Texas staff member made the following observation recently: "The farmers, their wives, sons, and daughters, with their successful demonstrations, are the heroes and heroines of the extension service."

Developing Resources

When the founder of the extension service charted the direction and course of the demonstration work, he said, "Develop the resources, increase the harvests, improve the landscapes, brighten the homes, and flood the people with useful knowledge about helpful things." It is significant that the first objective is timely now. Conservation and manufacture of products are the answers to the charge that the extension service has stopped with production. Take two illustrations of advanced activities in Texas: The meats work and the 4-H pantries. Both represent demonstrations of size and value. They represent growth on the part of demonstrators and they are factories as contemplated by our banker friend. Both of them call for readjustment in crops and livestock work. Both prove that marketing, like charity, begins at home. Thus the whole plan of grading, classing, and standardizing comes in to get raw products out of the preliminary state and into the quality row. People who turn out first-class stuff in a highly developed state of development get better prices and soon reach a higher standard of civilization.

Teaching Through Demonstration

The extension work, with its demonstration objective, differs from the classroom, the club, the Chautauqua, and the church. In the progress of its development it may utilize suggestions from all of them, but its basic nature makes a comparison by analogy and the adoption of practices from any of them exceedingly dangerous. We believe in all of them, belong to some, and contribute to others; we realize, however, that extension work must not imitate their methods.

We must realize that there is still grave doubt as to whether extension work can be reduced to pedagogical methods with the facilities available upon a college campus. A great deal may be *taught about* demonstration work, but that is a different matter from *teaching it*. It is a *doing* rather than a *telling* activity. It is primarily an individual performance, and it is highly dramatic, and "all the men and women are players." So are the boys and girls. Every one must act his part, and any one may become a star.

It is easy to dramatize and magnify the achievements of a great army who are constantly "making the best better." The plan of enlisting demonstrators to establish truth and display excellence, then to enroll all who want to do likewise, is sound. That is where real democracy asserts itself. Recent employment of this idea confirms its wisdom.

Work of Individual Most Important

Clubs, as used in this paper, embrace lodges, social organizations, scouts, and all similar activities that emphasize the group plan and approach. They have their good points, to be sure, but all will admit that they are standardized, ritualized, or programmed. It is absolutely necessary for extension agents to think in terms of the units that make up the group before they can sanely contemplate the group itself in operation. Sovereignty of citizenship makes that necessary. If our 4-H organizations stress the club more than they do the work, they will fail of their main mission. If members are admitted on the basis of small performance as individuals and much noise in clubs, then the junior extension work will eventually fail.

Under the general classification of Chautauqua, we may include not only that great movement initiated and promoted by Bishop Vincent, but also farmers' institutes, teachers' institutes, camps, and even many of the short courses as they have been conducted. They

all accomplish good in the world, but they rest primarily upon a basis of platform instruction and entertainment by teachers, leaders, specialists, sleight-of-hand performers, professors, yodelers, and others. In the extension philosophy, the real vital phase that makes it different from all these other things is that the people themselves must act and perform before they receive any large measure of benefit.

***More Important
to Give Direction
Than Directions***

Finally, thinking people have already come to the conclusion that the extension service differs from all other organizations and institutions in means employed, measurements practiced, and material used. An agent in the field dealing with adults and adolescents must use all his own powers of initiative, ingenuity, and invention to give general direction to the work in hand. Every agent is a director. It is more important to give direction than it is to give directions. These agents must use suggestion, reason, inspiration, and emulation. As indicated already, demonstration work has different standards of measurement from ordinary teaching. If the work is measured by the successes of men, women, boys, and girls on the farms, then we should use the recognized standards of the country—bushels, tons, pounds, quarts, and dollars.

Extension workers who deal with thousands of people must divest themselves of textbook material as ordinarily presented. It is true that they may be familiar with all such material and it may mean some self-improvement to them, but they cannot approach the people of a county with lessons from the psychologists on attention, interest, desire, decision, and action, even if the textbooks from Noah Porter to John Dewey contain them. All these assume superiority on the part of the teacher and docile acquiescence on the part of the multitude. That theory does not work any more, these days.

Time and thought will bring development. Changes must come even in terminology and methods. Satisfaction and even joy may be anticipated when a man like Dean Bailey, in the mellow perspective and mature deliberation of his years, is moved to say, as he did at Cornell a few days ago: "Unforeseen events change the constitution of human relations and make set projects impracticable and often dangerous. We need beacons more than programs."

THE NEED FOR INCREASED FINANCIAL SUPPORT OF EXTENSION—COMMITTEE REPORTS, 1933 AND 1934

COMMITTEE ON EXTENSION ORGANIZATION AND POLICY

THE FOLLOWING EXCERPTS of reports given at the Land Grant College Meetings in 1933 and 1934 state clearly and directly the serious condition of agriculture and the need of increasing support for extension work. It is probably the best summary of the great need of getting additional information to farmers at difficult times that can be found. The reports were quite influential in bringing about the passage of the Bankhead-Jones Act, which became law in 1935.

Report for 1933

Whereas, A critical national emergency exists in connection with the difficulties encountered by agriculture during the past 13 years;

Whereas, Certain major economic changes affecting agriculture and the farm home have taken place and are now in process of taking place;

Whereas, It is imperative that every possible aid be extended to agriculture and to rural life in making the necessary changes and adjustments in such way as will avoid as far as possible the permanent impairment of agriculture and of rural society;

Whereas, These conditions have brought to the land grant colleges and universities the opportunity and responsibility of greatly expanding and increasing the scope and the value of their services to agriculture and to the farm home; and

Whereas, By the nature of these services a large portion of the added responsibilities and work have fallen upon the extension services maintained co-operatively by the United States Department of Agriculture and the land grant institutions in the respective states:

Be it hereby Resolved, That the following statement, bearing upon the situation and upon the urgent needs for enabling the extension services to adequately assume and perform these added responsibilities, be adopted by the state directors of extension in regular session and be presented to the Executive Committee of the Land Grant College Association, to the federal extension authorities, and to the Secretary of Agriculture, for such further consideration and action as may seem expedient and wise.

1. For many years one of the major national issues has been aid to agriculture. For 12 years or more aid to agriculture has been one of the major planks in the platforms of both parties.

2. For 13 years the disparity of prices has almost destroyed the purchasing power of agriculture. In that period more than a half-million American farmers have lost title to their farms and their homes.

3. Largely as a result of changing international relationships, the world markets for the products of American agriculture have been greatly impaired. This necessitates some very definite and far-reaching adjustments in the plans

and methods of farmers and adjustments as well is the mode of farm life and of rural society as a whole.

4. These changes, which farm people find it necessary to make, from the methods that have been followed almost traditionally, do not come easily. They are difficult and they call for the greatest possible aid and guidance on the part of the government and upon the part of educational institutions and agencies.

5. The most constructive aid the Government can give to agriculture and to rural life lies not in relief measures or in extreme measures of a temporary emergency nature, but in aiding farm people in a constructive way to adapt themselves to these changed conditions in such way as will enable them to reacquire a basis of greater economic and social stability and security.

6. The Federal Government, through the Agricultural Adjustment Act, has undertaken to provide the plans, the leadership, and the finances to enable farmers to make these adjustments and changes in a comparatively short time. The most important and most vital factor in the whole program is the local contact with the millions of individual farmers, not only for the present but for a period of years.

7. The Federal Government has wisely adopted the policy of carrying out these measures for the aid of agriculture largely through existing agencies. The Extension Service welcomes this opportunity for rendering an enlarged educational service to agriculture and to rural life by aiding to the fullest possible extent in carrying out the plans of the Federal Government.

8. On account of the unfavorable economic situation, state and county appropriations for extension services in the various states have been greatly reduced, such reductions amounting to a total of more than 5 million dollars in annual appropriations in all states.

9. If the extension services are to be able to effectively perform these important additional services to agriculture, and if the emergency plans of the Federal Government are to succeed fully in their purposes, it is imperative that sufficient additional federal funds be provided.

10. Not only is the extension service actively involved in the problem of agriculture, but through home economics workers it is playing a vital part in all the problems of the home. The nation of tomorrow depends upon the children of today, and to a very large extent upon the 25 million children in farm homes. Nothing else will affect the nation quite so much as the matter of adequate and proper food, clothing, shelter, and home life. By practical and economical measures, home demonstration agents in many counties of the United States are influencing and aiding with the problems of providing a satisfactory and satisfying standard of living in the farm homes during these difficult times. If a definite measure could be applied, it would be found that the constructive work these home economics extension workers have done and are doing has saved the Federal Government many times the cost of the service in expenditures that would otherwise have been necessary for emergency relief.

11. In view of the foregoing statements, the state extension directors, in regular session, request that efforts be made to secure funds to complete the county extension organization; and requests that it be given the most careful consideration by the Executive Committee, the federal extension leaders, the Secretary of

Agriculture, and others; and request that proper and necessary action be taken.
Respectfully submitted, Committee on Extension Organization and Policy.

W. H. BROKAW, *Nebraska*
P. H. ROSS, *Arizona*
D. P. TRENT, *Oklahoma*

W. A. MUNSON, *Massachusetts*
C. A. KEFFER, *Tennessee*
B. K. BLISS, *Iowa, Chairman*

Report for 1934

The Extension Section of the Association of Land Grant Colleges and Universities recommends the following to the Executive Committee:

1. That additional funds for extension work in the states be requested from Congress in the amount of 12 million dollars. A detailed presentation of how these funds may be used is submitted herewith.

2. That the Executive Committee confer with federal authorities relative to possible overlapping of special governmental activities in work that should properly come under the direction of the U. S. Department of Agriculture and the land grant colleges.

NOTE.—A complete breakdown of how the funds would be used was submitted.

Extension directors almost universally report inability, through lack of funds, to carry on necessary educational activities along county and home extension lines. As a result, other agencies are entering the field of agriculture and home economics extension.

The FERA is developing extensive plans for educational work in rural rehabilitation. Those in charge of rural rehabilitation would like to have the colleges do the educational work, but in case the colleges cannot do it they will set up their own staff.

Relief agencies are quite generally developing extension educational work in home economics. In most cases these relief agencies would prefer to have the agricultural colleges do the work, but at present this is impossible, through a lack of funds.

The Farm Credit Administration and the Federal Bank for Cooperatives desire a largely extended service in extension educational work along farm finance and farm management lines. They would prefer to have the colleges do the most of this important educational work, but it will, in any event, be done.

There is also a general educational movement in adult education as an emergency measure that is not very closely hooked up with agricultural colleges.

Extension directors generally report fine relationships with all the foregoing agencies. As a matter of fact, such agencies would generally prefer to have the agricultural colleges do the educational work along agricultural and home economics lines.

An annual expenditure of \$21,000,000 by the Federal Government on extension means an annual expenditure of 66 cents for each individual living on a farm. Certainly in view of the billions that are being spent for relief an expenditure of this amount to enable one-third of our population to better meet their problems and avoid going on relief is worthy of the most careful consideration.

Here are some other facts that deserve consideration:

Rural schools in many sections are on the decline.

The breach between the educational opportunities offered rural children and city children is widening, thus making boys and girls' club work of greater importance and necessity.

The life of the new agricultural program depends primarily upon the widespread education of adult farmers in the economic reasons back of present problems.

Important decisions as to what shall be done in regard to rural life will be made in the next few years. The colleges of the United States should furnish accurate information in order that intelligent decisions may be made.

From every standpoint of public interest it is desirable that land grant colleges should occupy a more important place in things rural, including the home, than is now the case, due primarily to a lack of funds.

In the opinion of some people the land grant colleges are the most important public agency dealing with vital and immediate rural problems, and at the same time the most poorly financed. It is in order to partially correct this situation that the Extension Section invites the thoughtful consideration of the Executive Committee of the Land Grant College Association to the recommendation for increased funds as submitted.

Respectfully submitted, Committee on Extension Organization and Policy.

C. A. KEFFER, *Tennessee*
 W. H. BROKAW, *Nebraska*
 O. B. MARTIN, *Texas*

W. A. MUNSON, *Massachusetts*
 R. K. BLISS, *Iowa*
 P. H. ROSS, *Arizona, Chairman*

ELEMENTS OF SUCCESSFUL LEADERSHIP

WILLIAM PETERSON

Director, Utah State Extension Service

The following rather unusual presentation on leadership, part of a talk given adult leaders in Utah in 1935, has the merit of being direct and specific. The talk contains many valuable suggestions.

A LEADER SHOULD EARLY DEVELOP a definite philosophy of life. Life is not a problem—it is a task to be lived.

2. A leader must have definite standards of living. He will soon be known by those standards. If he is to be entrusted with the 4-H Club boys and girls, it must be known that his standards of living are going to contribute to the character and upbuilding of these young people.

3. A leader must be absolutely sincere. He cannot live a double life.

4. A successful leader must cultivate a love for his fellows. He will not be willing to give of his time and talent unless he has a feeling toward every other person of complete fellowship and interest.

5. A leader must establish a confidence with all his associates, so much so that the populace has confidence that he will do as he agrees.

6. A leader must develop a clear vision. He must look ahead of the club.

7. A leader must be open to suggestion. An education is a life-time effort.

8. A leader must maintain a scientific attitude. He should live today in the light of today, but if new facts develop tomorrow, he should be willing to adjust himself to the new truth.

9. A leader must be able to stimulate initiative and vision in others.

10. A leader must be willing to analyze and benefit by the experience of others.

11. A leader must be sympathetic and forgiving. He must not be vindictive, nor must he hold a grudge.

12. A leader should live the golden rule. He should be willing to accord to others that which he expects himself.

13. A leader must have an abundance of faith at all times.

14. A leader must have tact. There are many ways of doing many things.

15. A leader must manifest an ever good nature. Even in the face of accusation he cannot afford to be offended.

16. A leader must maintain a good sense of keen humor. Seeing the humorous side of the question many times lifts us out of the difficulty.

17. A leader must never be discouraged. The followers may become discouraged, but the leader must carry them on.

18. A leader must carry constant buoyancy. When you talk with him he should actually buoy you up to unusual effort, a more pleasant outlook, greater hope, and real vision.

19. A leader must have a lot of good common sense.

20. A leader must believe in things and see the good in them. No single person has ever been blessed with all the attributes of success. The weakest individuals have some unusual strength. To see this strength and apply it will make strong leadership.

21. A leader in the outset must be willing to give service—for the love of it.

22. A leader must be thrifty. By this I mean a leader must be known as a person honest and conscientious.

23. A leader must be dependable. He must keep his appointments.

24. A leader must be clean, moral, and wholesome.

25. A leader must not cheapen life. He must maintain a personal pride and develop a personality that young people will look upon as ideal.

26. A leader must develop a definite love of attainment. He must be able to stimulate this love of attainment in others.

27. A leader must establish a reputation for honesty and dependability.

28. A leader must at all times be resourceful. Many problems may come to him without a solution.

29. A leader must fight if necessary. This, however, should be a last resort.

30. A leader should develop good manners and pleasant ways.

31. A leader must always have a self-starter. If possible, he must be able to stimulate a self-starter in others.

32. A leader should maintain some pride in his appearance.

33. A leader should develop respect and regard for all effort. There is a feeling that doctors, teachers, lawyers, and preachers are in a higher stratum of society than the tradesmen and the farmers. A good builder is just as essential in a community as a good banker.

34. A leader should be courteous and respectful to all he meets.

35. When a leader has developed living standards and a philosophy of life, let him have courage enough to live them. Remember that leadership means the responsibility of directing many enterprises. All that we are may be classed in three elements: Inheritance, association, and effort. As leaders, be sure our association is what it should be to stimulate the best effort in ourselves and in those with whom we associate.

COORDINATING FEDERAL AGENCIES IN THE STATE WITH ACTIVITIES AFFECTING AGRICULTURE

F. A. ANDERSON

Director of Extension, Colorado State Extension Service

One of the important contributions extension has made in many states has been in getting team work by unifying the various governmental groups working on the agricultural program. The following brief statement outlines the plan in Colorado and the Great Plains Region. Part of talk given at Land Grant College Meeting in 1936.

OUR APPROACH TO EVERY AGREEMENT that has been entered into with other agencies dealing with agriculture has been on the basis of the general memorandum of agreement of 1914, with which you are all familiar. This designates the Extension Service as the agency through which all educational work in agriculture and home economics, in cooperation with the Department, shall be conducted.

Federal agencies created in recent years that deal with rural problems and people and that have a direct bearing on many phases of extension work include, in addition to the Agricultural Adjustment Administration: The Farm Credit Administration, the Federal Housing Administration, the Grazing Service, the Resettlement Administration, and the Soil Conservation Service. Written agreements have been signed between the Colorado Extension Service and many of these agencies.

Great Plains Regional Advisory Committee

One agency that has been of inestimable value is what is known as the Southern Great Plains Regional Advisory Committee on Land Use Practices. You are familiar with the so-called dust bowl, consisting of parts of eastern Colorado, western Kansas, the Panhandles of Oklahoma and Texas, and of New Mexico. Losses in land, livestock, and equipment were enormous, and distress among human beings was appalling. Every known means of obtaining financial assistance from established emergency agencies for alleviating this distress had been exhausted. The people themselves had become resigned to the necessity of nature taking its course.

Rexford Tugwell appointed what was originally called the Regional Wind Erosion Committee, consisting of representatives of the

extension services, the Soil Conservation Service, and the Resettlement Administration. The first meeting of the regional committee was held in December 1935, at which time detailed procedure was developed for an extensive program for wind control. At a later meeting an appropriation by Congress was recommended for the purpose of making grants to individual farmers participating in the program, which consisted primarily of listing the blow land. Congress speedily made an appropriation of \$2,000,000 as an amendment to the Soil Conservation and Domestic Allotment Act.

State wind-erosion committees were promptly organized. Chairmen were designated by C. W. Warburton to be responsible for the proper expenditure of funds allotted for disbursements within the various states. The necessary forms were drafted by the regional committee, approved by Dr. Warburton, and printed within the states, and the listing program was initiated within a few days after the appropriation was made. Such a program could not have been conceived and executed except for the splendid cooperation of all concerned, working together toward a common objective.

State Agricultural Clearing Committee

The Colorado State Agricultural Clearing Committee likewise has been very helpful. Realizing the disadvantage to us in not having more frequent contact with other agencies, we suggested to administrative officials of other agencies that we get together as a clearing committee once a month for mutual benefit. The group met for the first time in April 1936. It was the consensus among all present that such a committee would be of distinct advantage. Regular meetings have since been held on the first Tuesday of each month.

The State Agricultural Clearing Committee consists of representatives of every state and federal agency dealing with agricultural problems and programs in Colorado. Soon after the organization of the committee, each agency prepared a detailed statement of its function for a more comprehensive understanding of the activities in which all were engaged.

Permanent committees were appointed to draft coordinated programs as recommendations to the various agencies dealing with common problems. These committees include legislation, reforestation and forestry, land use, erosion control, range management, wildlife, rodent and insect control, poisonous and noxious weeds, and water storage and conservation. To illustrate the various agencies cooperating

through the medium of these committees the committee on erosion control consists of representatives of the Soil Conservation Service, the Colorado Extension Service, the Grazing Service, the United States Forest Service, the State Land Board, the State Experiment Station, and the Resettlement Administration.

The value of our Colorado Agricultural Clearing Committee is indicated by this statement of one of the members, Edward D. Foster, director of the Colorado State Planning Commission:

Prior to the organization of this committee in Colorado, there were numerous instances in which state and federal agencies were working at cross purposes. Since the organization of the committee, we have all had a better understanding of the work that other agencies are doing and have been able so to coordinate our own program that each agency will supplement the others. Out of the common discussion of the various problems have come a great many new ideas, which have proved valuable in our work.

WAR-TIME RESPONSIBILITIES OF EXTENSION

CLAUDE R. WICKARD

Secretary of Agriculture of the United States

The following memorandum of the Secretary of Agriculture to Director Wilson in 1942 gives a comprehensive statement concerning the war-time duties and responsibilities of cooperative extension in the enlarged agricultural program. It is a forthright, definite statement of policy, one of the best directives given as to coordination of effort among the various agricultural agencies, and applies equally well to peace-time activities.

THE EXTENSION SERVICE has a vital responsibility in helping American farmers meet their obligations as producers and as citizens in the war for freedom.

No one can foresee all the tasks that extension or any other agency may be asked to handle in the months ahead. Even so, every public official wants to know now, today, what it is he can do to contribute most to the grim business of winning this war. He wants to know this with certainty, so that he may work with equal certainty, and with the assurance that other public officials will recognize his field of operations, in order to avoid wasteful duplication and to insure harmonious and effective working relationships. Consequently, I am setting forth in this memorandum some of the war-time duties of the Extension Service and their relation to the work of other agencies.

Educational Work in Agriculture and Home Economics

1. First of all, I am looking to the Extension Service to carry forward on every sector of the farm front the general educational work in agriculture and home economics essential to the success of our war-time job. Since every program administered by this department—research, adjustment, conservation, rehabilitation, marketing, and everything else—is being realigned to make the maximum contribution to the efficient production and delivery of essential farm products, it follows that the educational program must, without exception, include all that is necessary to an understanding by rural people of each program individually and of all programs as a unified whole.

2. Each action agency that is effectuating a credit, adjustment, marketing, or other program, must engage in certain types of informational work if it is to achieve intelligent farmer-participation in that program. Where, then, is the dividing line between extension's and the action agency's responsibilities for educational work? How can each know definitely the scope of its responsibility? No doubt these questions can best be answered by having among the agencies that are helping to carry forward agriculture's total war effort the determined kind of cooperation that recognizes no qualification. The State and county USDA War Boards provide the meeting place for reaching this kind of understanding and clear assignment of functions. In the hope, however, that it will contribute to clear-cut, vigorous, and unfaltering action in every theater of operations, I wish to make the following distinctions.

a. The Extension Service is recognized as the responsible subject-matter agency that taps the scientific and economic information of this Department and of the state experiment stations and uses this information in a practical way in guiding farm people on all phases of farming and homemaking in the most comprehensive sense.

b. The Extension Service is responsible for all group or general educational work essential to a fundamental understanding of all action programs; extension should sponsor all official-called farm meetings for this purpose; it should otherwise 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.

c. Working principally with individual farmers in redeeming its responsibility for specific program effectuation and compliance, each

action agency will engage only in such educational and informational work as is inherently part of the job of reaching the action program objective. Specifically: A rural rehabilitation supervisor will provide guidance to the individual borrower of federal funds but will not give general farm management assistance to all farmers in his area; the latter is the responsibility of the county agent. A technician of the Soil Conservation Service will aid the individual farmer develop and execute a soil conservation plan for his farm; the Extension Service will handle general educational work on conservation and will cooperate with the Soil Conservation Service in farm planning to assure uniformity in farm management and related recommendations of the Extension Service and the Soil Conservation Service. The Extension Service, working with AAA officials, will explain to farm people generally the background, scope, general nature, and limitations of the AAA program, but the AAA must, of course, negotiate with and provide information to the individual farmer in arranging for his participation in the program; AAA must also check compliance, assess penalties, and make payments.

d. Under no circumstances should individual doubts about responsibilities in any area result in public confusion or inaction. 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.

Specific War-Time Educational Work

War is bringing new problems almost hourly to every branch of agriculture. Many of these require widespread, rapid responses by farmers. We can foresee some of them in advance; but by no means all. Consequently, our concern is to have each state extension director do whatever needs to be done to assure prompt and complete educational work to meet situations as they arise. More specifically:

1. We are producing more than ever before and our goals for 1943 must be larger, while still holding down on the production of a few basic commodities. Practically every farmer, as he plans to increase production of milk, eggs, soybeans, peanuts, or other things, needs technical information on how he can attain the goals for his farm with minimum labor, minimum use of fertilizer, with maximum efficiency, and with minimum sacrifice, if any, of his long-time conservation goal. Here extension must be on the firing line to furnish technical guidance with accuracy and dispatch,

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2. Shortages of fertilizer, machinery, processing equipment of all kinds, and other things present special problems in practically every area. Farmers and extension workers together will have to use all the ingenuity at their command to reach the goals, despite handicaps. For example, we know that tobacco cloth will be short this year—and yet we need an expansion in certain types of tobacco. It is too late to ration the cloth. Consequently the best means of meeting the situation seems to be to help farmers control blue-mold, thus maturing more plants despite the shortage of cloth. Perhaps community co-operation can help solve the problem. Extension is expected to do whatever needs to be done to meet this sort of a problem when it arises.

3. Some rationing in agriculture may be inevitable. Rationing is never pleasant. But farmers will suffer difficulties cheerfully if they understand the necessity for the rationing, the methods used to assure fairness in rationing, and what they may best do under the circumstances. Again, extension has the responsibility for this type of specific war-time educational job.

4. Probably no other single factor is so important in the Food for Freedom campaign, and no other single thing has so many ramifications, as that of price relationships. Here is a problem that is difficult even for those who devote full time to it. It is affected by various federal activities as well as by an abnormal market situation. Every extension worker has the responsibility of keeping intimately informed on price relationships, marketing problems, and related factors and of conducting widespread educational work to promote the fullest possible farmer-understanding. An increased marketing of range live-stock and the orderly marketing of our record hog production will be achieved, for example, only if farmers obtain all the relevant facts and truly understand those facts.

5. I am depending on extension to train a much larger number of local volunteer leaders to help in carrying forward all phases of agriculture's war-time program.

6. I look to you to keep all extension workers promptly informed of the specific educational jobs that we here at headquarters discover must be done. And as I said before, I look to every state director to take the initiative in his state as problems arise there.

Extension and the Department of Agricultural War Boards

The state and county USDA war boards will coordinate all our war-time activities in agriculture.

1. As members of state and county boards, state directors and county agents are expected to participate in all work of the boards. No member agency should fail to do its part, and all must share the responsibility in making the board's work of clear-cut efficiency in this nation's war effort.

2. Extension's responsibility for educational work with respect to the program of the war board is precisely what it is with respect to any other program.

3. In fulfilling its obligations, each board from time to time will make specific assignments to agencies represented on the board. These assignments will ordinarily be compatible with each agency's direct line responsibilities. But probably there will be exceptions. I am counting on each agency, including extension, to carry out every assignment without stint or qualifications.

Extension Participation in Programs and Policies

It goes without saying that during this war there will be constant adjustment in programs and policies. I want to have maximum consultation before, not after, decisions are made, though despite all good intentions, vital decisions sometimes must be made on the spot and without the benefit of advice from experienced people in the field.

1. Your membership on the recently established Agricultural War Board, which meets almost daily with me, as well as extension membership on the state and county USDA war boards gives us assurance that we shall have the advantage of extension experience and judgment as changes are considered and agreed upon.

2. However, as a further safeguard, I would like to have you establish as soon as possible a Committee on War-Time Extension Work, which will meet with you on your call whenever you feel that the advice and guidance of state directors would help in formulating national plans and policies or when such consultation would otherwise help to get our job done. I shall, of course, look to you to bring the results from this cooperative endeavor to bear upon the work of the Agricultural War Board and upon the thinking of the administrators of action programs.

Extension and the Action Agencies

The Extension Service is the only organization in this Department and in the states and local communities which works constantly with every research, regulatory, service, and action agency. Consequently, it is necessary for extension to have clear-cut and well-understood cooperative relationships with each; while I have already stated the over-all responsibility of extension to the programs of other agencies, it is clear that the widely varying character of the programs requires some variation in relationships.

1. If you and the agency administrators find it would be helpful to do so, you may, with the approval of the Office of the Secretary, enter into and widely distribute specific memoranda of understanding that spell out relationships in detail.

2. While existing machinery at the state and county level seems to me to be adequate for the purpose, I can see that you may find it advisable here in Washington to establish more formal lines of consultation with the eight administrative groups of the Department in order to make sure that you are completely informed on all program matters, that the extension program is constantly adapted to current needs, and that you are in a position to keep state directors informed on all significant developments. Therefore, I authorize the establishment of an Extension Liaison Board, with yourself as chairman, and with one representative designated by each of the eight program administrators of the Department, this board to meet on your call, and to effectuate final arrangements on all matters that may arise within the whole scope of extension's responsibilities as covered in this memorandum.

Special War-time Programs in Extension

All of the foregoing deals principally with educational work and with the relation of extension to the action agencies. In addition, the Extension Service is in the best position to handle some of the special war tasks that involve not only educational but also organizational and other work. Without attempting now to give a complete list of assignments, I ask that the Extension Service assume the leadership in the following.

1. Organize rural America for defense against destructive fires. The Office of Civilian Defense is undertaking this task in cities and towns of more than 2,000 population. The Forest Service is responsi-

ble for forest-fire prevention and control. The Extension Service should assume the responsibility for the balance of the field. Even in normal times farm fire losses are staggering. Now the danger is greater, and every loss of needed food and property is more costly. What can be done by voluntary organization of rural people should be done. If authorizing-legislation and funds are provided by Congress the start you make now will enable you to handle the bigger job more expeditiously.

2. Organize and direct educational campaigns among farm people for improved nutrition and for the production of farm-home food supplies.

3. Organize and direct campaigns and aid in organizing rural people for the general improvement of health.

4. Organize and direct rural and community gardening.

5. In cooperation with state and county Councils for Defense, organize and direct certain phases of civilian defense affecting farm people.

6. Aid in organizing cooperative marketing associations and in effecting any other arrangements necessary to assure that all food produced in the Food for Freedom program finds a satisfactory market.

7. Organize and promote the effective functioning of rural discussion groups that consider the fundamental issues of the war and democracy's stake in it.

Rural Women and Young People in the War Effort

1. Probably no other group in this country is so well organized and so prepared and ready to carry more than a full share of the war load than are our farm women. The leadership is abundant and willing. As in other democracies fighting the Axis, the women of this country are coming forward to do the woman's work and much of the man's work, too. Many labor shortages are going to be overcome by women. Safeguarding health; conserving food and clothing; effecting family war-time economies; home processing of foods to relieve pressure on commercial stocks; collecting and conserving metals, paper, rags, glass jars; organizing rural fire control associations; inventorying and obtaining the loans of equipment for special jobs; helping in school-lunch programs; organizing and managing community food preservation centers; aiding in war-savings, Red Cross, and

related campaigns; and above all protecting the home—this great variety of tasks and many more will place rural women in the active service list.

I am depending upon home demonstration workers everywhere to take the leadership in helping the woman's army of rural America fulfill its role in this war.

2. Likewise rural young people, including 4-H Club members, have a most important and strategic part in meeting war-time needs. Already young people are making a contribution to the Food for Freedom campaign. Younger farm boys are helping run the farm, while older boys are joining the armed forces. In the conservation and collection of needed materials—in fact in doing all the things listed immediately above—our rural young people will play an increasingly important part. These responsibilities and this training will develop much needed rural leadership now and for the future.

A War-time Financial Program for Extension

I recognize that these assignments of responsibility place a very heavy load on extension workers. Therefore, I should like to have you (in consultation with the Committee on War Time Extension and the Extension Committee on Organization and Policy) examine the present resources of the federal and state extension services with a view to making such modifications all along the line as will result in maximum absorption of the cost of this program within existing funds. If, however, you find that the total war-time program outlined herein cannot be accomplished efficiently with present resources, I shall be glad to receive from you a supplementary estimate of extension's financial requirements. I must, of course, consider any such estimate in relation to the total financial requirements of the department. Moreover, any recommendation I may be able to make must be submitted to the Bureau of the Budget.

THE NEED FOR FUNDS FOR INCREASED COUNTY PERSONNEL IN EXTENSION WORK— COMMITTEE REPORT, 1944

COMMITTEE ON EXTENSION ORGANIZATION AND POLICY

THE FOLLOWING RESOLUTION, made necessary by changes brought about by the war, were presented before the Executive Committee by the Committee on Extension Organization and Policy, at the land grant college meeting, in 1944.

Whereas, There are approximately 100 agricultural counties in the United States without the services of county agricultural agents, 1,000 counties without home demonstration agents, 120 counties having large Negro rural population without Negro agricultural agents; 170 such counties without Negro home demonstration agents, and approximately 2,000 large agricultural counties in which there is urgent need for one or more assistant agents to carry on the greatly increased responsibilities in agriculture and home economics that have been placed upon the Extension Service;

Whereas, There is also a growing demand for extension work in home economics, horticulture, poultry, etc., in rural non-farm and urban communities involving approximately 30,000,000 people;

Whereas, It is recognized that long-established educational projects in agriculture and home economics must be continued and expanded to reach more people and also other educational projects for which there has long been a need, but for which sufficient personnel has not been available—such as work with rural youth, of whom there are 11,000,000 between the ages of 10 and 19, and 9,000,000 between the ages of 20 and 29, but of whom only 1,700,000 are now being reached, mainly in the younger age bracket; the need for enlarging upon agricultural planning, to include individual farm and home plans for every farm as the basis for all farm and home enterprises; the urgent need for the development of health and nutrition programs to conserve human resources; and better marketing of farm products, calling for much more educational work by the Extension Service, for the benefit of consumers as well as producers; and

Whereas, The Extension Service has been called upon to initiate new and extensive educational programs as a result of changes brought about by the war, such as assistance to returning veterans and others interested in becoming established on farms; guidance in building, repairing, and improving farm and home structures and equipment; direction and assistance in readjusting agriculture as well as farm people to conditions and needs as they arise during the remainder of the war and thereafter:

Therefore, be it Resolved, That a formula be established as the basis for minimum personnel necessary to render effective and efficient service in agriculture and home economics to all farm families as follows.

A county extension agent and a county home demonstration agent in every county having from 100 to 500 farm families; an additional worker for the next additional 250 farm families or major fraction thereof; an additional worker for the next additional 250 farm families or major fraction thereof; and thereafter,

one additional worker for each 500 farm families or major fraction thereof. Men and women county workers are expected to devote a reasonable portion of their time to work with rural youth.

This formula will provide county workers as follows:

<i>Farms</i>	<i>Workers</i>	<i>Farms</i>	<i>Workers</i>
100 to 625	2	1,751 to 2,250	6
626 to 875	3	2,251 to 2,750	7
876 to 1,250	4	2,751 to 3,250	8
1,251 to 1,750	5		

Be it further Resolved, That appropriate action be initiated immediately for the purpose of obtaining additional federal funds to assist in providing the additional county personnel required by the formula incorporated herein; additional state personnel for supervision, subject matter, and information, and for travel, clerical assistance, supplies, and other expenses, aggregating \$21,000,000, to be made available as follows:

\$13,000,000 for the fiscal year ending June 30, 1946; an additional \$4,000,000 for the fiscal year ending June 30, 1947; an additional \$4,000,000 for the fiscal year ending June 30, 1948; and \$21,000,000 annually thereafter.

These additional federal funds shall be offset dollar for dollar by funds of state origin within a period of 3 years from the date on which the first increment becomes available.

Respectfully submitted, by the Committee on Extension Organization and Policy.

MARY KEOWN, *Florida*
 J. O. KNAPP, *West Virginia*
 A. E. BOWMAN, *Wyoming*
 P. O. DAVIS, *Alabama*
 CLARIBEL NYE, *California*
 LELLA GADIS, *Indiana*

C. W. PICKERELL, *Arizona*
 H. C. SANDERS, *Louisiana*
 ESTELLE NASON, *Maine*
 H. C. RAMSOWER, *Ohio*
 J. W. BURCH, *Missouri*
 J. E. CARRIGAN, *Vermont, Chairman.*

NOTE—The Bankhead-Flannagan Bill appropriated an additional \$12,500,000 federal funds for extension work.

EXPANDING AND IMPROVING LOCAL LEADERSHIP

CONNIE J. BONSLAGEL

State Home Demonstration Agent, Arkansas State Extension Service

Some good practical advice in locating and training leaders is given in the following brief of a talk given at District Extension Conference in Arkansas, January 1947.

SINCE THE BEGINNING of farm and home demonstration work, including 4-H Clubs, county agricultural and home demonstration agents have recognized the power and influence of local leadership. Leaders organized community rallies to which a hundred or more people came

for all-day canning schools. If leaders had not been counted on for organization and for training work, extension work would not have been spread over the county as a whole.

Natural Leaders

These men and women were often referred to as "natural leaders." They were the men and women in the community to whom others turned for advice and for direction. The people in a community know who their leaders are: the men and women who are kindly, modest, sincere, tactful, thorough, open-minded, free from prejudices, and willing to pass on to others what they know and learn. These natural leaders attract because of their own enthusiasm and initiative, by their good judgment, and by their eagerness to learn from all sources and to render unto Caesar the credit that is his due. Extension agents may be fooled when it comes to locating a leader, but the people who make up the community are not fooled. They can see the path that neighbors have made to the leaders' door.

Work for Love of the Work

These leaders don't ask for pay. The doctor in our community when I was a child was a leader in every sense of the word. And I can remember how embarrassed he was to take money, even for professional services. He gave so much of himself that he actually felt that all he was and had belonged to the community. The extension agent who undertakes arbitrarily to set up a group of leaders in a community or to appoint just one leader is blundering. It can't be done that way. This type of blunder has been made repeatedly by every agency that has been sent out from county, state, or the national capital. The people have been very patient and forbearing. The county extension agents live close enough to the people to be able to learn how to recognize the leaders that are there—to gain their confidence, and to recruit and direct their talents toward organizing and planning and projecting the extension program of work.

Leaders, real leaders, are curious and inquisitive—not snooping, but open-minded, keen observers. They are eager for more information, for training, we call it.

It would be well if we could have courses in college to teach us how to recognize real leadership and that we might have people capable of teaching these courses. The phoney leader, the quack, has such

an uncanny knack of fooling us—of foisting himself or herself on to the bandwagon of our attention.

The good leader will influence the planning of a sound program. The function or job of a leader needs to be well understood by the agent, by the leader himself, and by the people who are to be led. There should be agreement on this point, for we have too often confused thinking. Too often we “use” a leader or misuse him. We make chore boys and chore girls of them. We go to them when we are in trouble, ask favors, and send them on errands.

Definition of Leader

Ordway Tead defines leadership as “. . . the activity of influencing people to cooperate toward some goal which they have come to find desirable. . . .” A starting point, a goal, and planned progression from the one to or toward the other are inherent in this definition. A direct contact between the leader and those led is implied. And stress is placed not so much upon the achievements of the leader as upon the sense of fulfillment and satisfaction gained by the followers as well as by the leader. Every community has leadership in it, if we are clever enough to recognize, recruit, and train it. We recognize two or three types of leaders in our work: organization leaders, such as 4-H club leaders and home demonstration club and council officers; officers of farm organizations; and subject-matter or teaching leaders. The neighborhood leader may be a combination of the two, particularly in times of emergency.

An extension worker would be lost in confusion without the above mentioned organizations of farm people through which to project the extension work. True organization is impossible without leadership. Conversely, leadership is developed through work in and with organizations. The two are inseparable. Increased participation of farm people in the extension program is brought about by leaders, both organization leaders and teaching leaders. And reaching the last family down the road is, or should be, the objective of every extension agent. On the other hand, as the load of the extension agent increases, more leaders are needed—better trained and more active leaders.

Training Leaders Important

We need to stress training meetings for leaders of all types. Meeting to help the leader understand his or her job; the “how,” the “why,” the “when,” and the “where.” To teach leaders not merely

skills, but how to teach and influence others. When we learn better how to make the job interesting and attractive to the leader, we shall have better attendance at training meetings. A good plan is for specialists to meet small groups of agents for intensive help in training leaders—with stress on teaching them to teach—and then have the agents hold their own training meetings in their counties.

The factors that have weakened our subject-matter-leader training work has been our tendency to make the training meeting a “free-for-all.” (1) Inviting the leading women of the town to attend, (2) inviting or letting the teacher bring the entire home economics class in, (3) letting the agricultural teacher bring the vocational agricultural class in, (4) inviting the entire 4-H Club in, (5) holding the meeting in conjunction with a local home demonstration or 4-H Club meeting, (6) holding the “training meeting” on the stage in the auditorium as a feature attraction for the student body, (7) inviting a group of Negro leaders in, (8) inviting all home economists, health workers, Red Cross, tuberculosis, and welfare workers, and other employed “do-gooders” in the county to attend, and (9) inviting home demonstration members who come for the ride because they like the specialist. Supervisors, specialists, and county workers these days are attaching more importance to the purpose of the meeting; the training of teaching leaders for a definite job; and encouraging them to ask questions.

A good plan is for every county to hold at least one training school for organization leaders each year, calling on county officers to assist.

In 1945 in Arkansas, local leaders assumed responsibility for more than six meetings per home demonstration club. In a number of counties, the home demonstration leaders carried on from 2 to 4 months without an agent, holding regular club meetings, county council meetings, and Achievement Day programs with good attendance. We need only to remember that we are employed to teach and develop people as individuals, as followers, in their family and community relationships. Livestock, crops, gardens, like organization, are tools with which we work—a means to an end. Remembering this and realizing that people are, or should be, either leaders or followers, and that training for both functions is necessary, we will go ahead. We need to increase the prestige of leaders by giving them credit and recognition for work well done.

Chapter 5

THE HUMAN SIDE—BETTER LIVING

The great objective of extension work is to develop a permanent agriculture based on the intelligence, capability, and resourcefulness of rural people, an ideal that finds its visible manifestation in better homes, schools, churches, communities, and people.

OBJECTIVES OF HOME DEMONSTRATION WORK AND MAJOR PROGRAM EMPHASIS— COMMITTEE REPORT, 1946

COMMITTEE OF HOME DEMONSTRATION LEADERS

HOME DEMONSTRATION WORK has for its ultimate aim better living and the development of a well-informed people, equipped to appraise and handle changing problems in family and community life. As a continuing program of education in all aspects of home and community life, it contributes to changes in knowledge, skills, and attitudes. The program is cooperative, developed democratically, and based on needs and problems recognized locally by the people themselves. The objectives of home demonstration work are concerned with—

Family Living

1. To assist families with problems in family relationships; in the physical, mental, and emotional growth and the well-being of children; in the development and adjustments of youth; and in the role of the family in community life.
2. To assist families to manage wisely as well as to obtain an income adequate to support a satisfactory level of family living.
3. To improve the nutritional and health status of people through planned home-food production, conservation, and use, based upon dietary needs.
4. To assist families to improve the house and its furnishings, that these may contribute the maximum of comfort, health, and satisfaction to family living.
5. To improve living through better household facilities, rural electrification, labor-saving equipment, and methods of work that conserve the time and effort of family members.
6. To assist families—youth and adults—to be appropriately and attractively clothed at moderate cost and to be better informed consumers.

Community Betterment

7. To develop the creative ability of people through recreation, handicrafts, home-grounds improvement, and other individual, family, and group activities that will add to the satisfaction of rural life in home and community.
8. To help people to be aware of the part they can play in making their community a wholesome and attractive place in which to live, with adequate facilities for education, recreation, and social and spiritual development.
9. To develop an awareness of the needs of youth in a rural community and to help provide for these needs through 4-H Club work and other youth activities.
10. To promote good-health practices in the family and community, to encourage people to study local needs for health facilities, and to develop ways for obtaining them.

Civic Activity

11. To cultivate an appreciation of the opportunities and values in rural living.
12. To develop leadership abilities among adults and youth.
13. To develop an understanding of and participation in local, state, national, and international affairs.

A brief appraisal of the present home demonstration program indicates that there is continued interest in the solution of problems in the fields of foods and nutrition, clothing, management, furnishings, home-grounds improvement, and family life and a broadening of the housing program.

There is evidence of branching out into newer phases of each of these programs, as for instance the preparation of foods for freezing, consumer education in clothing, furnishings, and equipment, family financial planning, work simplification, house remodeling, farmstead planning, and the education of parents in relation to the problems of youth.

There is also evidence of greater activity in newer fields, such as health; recreation, as it relates to youth development; and the psychological aspects of family-life adjustments.

Many phases of the home demonstration program, such as housing, health, and farmstead planning, call for the cooperation of the entire farm family and "across-the-board" cooperation in the extension services, including administrators, supervisors, specialists, and extension agents in agriculture, home demonstration, and 4-H Club work. The development of these coordinated programs marks a significant step forward not only for home demonstration work, but also for the entire extension program.

Submitted by the National Committee of State and Federal Home Demonstration Leaders.

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THE HOME ECONOMICS EXTENSION OF THE FUTURE

GRACE E. FRYINGER

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Part of a statement published in the *Journal of Home Economics*, October 1923, outlining the broad general objectives of home economics extension to suggest the adoption of improved practices as a means to an end, the end to be attained being better homes.

THE RURAL COMMUNITY OF THE FUTURE may be pictured as one in which better roads, better passenger, freight, and motor-truck service, electricity, improved telephone, mail, and newspaper service, the radio, and the like will make for a more generally informed rural population and a greater unanimity of thought between town and country people. In the extension work of the future there will still be the contribution of more efficient farming and homemaking, but these factors will be considered as a means to an end rather than as the end itself. The real objective of the extension workers of the future will be the betterment of the farm family and the development of leadership and citizenship. Extension workers will endeavor to visualize in the minds of rural people the farm family having time to develop mind and spirit and to engage in social activities within the family and in the community.

The Organization of Local People

The most effective means of obtaining such a desirable country life will probably always be through some type of organization, includ-

ing among its attributes unrestricted membership, definite standards of farmstead and community betterment, local initiative in determining and executing plans, definitely placed local responsibility for results, and some means to interest all members in improving the community through individual and mass action. Such an organization should encourage the development of rural leadership.

The Extension Worker

The objective of extension work in the future will be the broad social, economic, and educational development of the farm families of the country. Each extension worker—specialist, state leader, county demonstration agent, or local leader—will see his or her responsibility as a part of the great mosaic of rural progress, and the need to include adult and junior participation in the scheme of progress.

In the immediate future probably not many new home economics agents will be added in any one year, but irrespective of the number of agents in the county there will be service to the farm home as well as to the farm. Such service will be rendered by the specialist from the college through one or more extension agents in the county, assisted by the leadership of the local people. This will be used to indicate to local people the greater service that might be rendered if funds were available for the support of a resident agent trained in home economics.

The Program

Before a program of work is undertaken there will be greater analysis and observation of state-wide and local needs and conditions, made by state and county workers in cooperation with local people. The program will be based on a thorough study of local conditions among farm families, available local commercial supplies, other factors indicative of local needs, and a consideration of the solution of the problem, by a specialist, an agent, and the local people. Demonstrations will be used to prove the effectiveness and general applicability of the recommended solution, and an effort will be made to insure its widespread adoption.

There will be a long-term program of work, of which the immediate program will form a definite part, and projects will be undertaken over a long-time period, either on a seasonal basis over a series of years, or through one or two major projects stressed in a large way over 2 or 3 years. Fewer projects will be undertaken as the responsi-

bility of the home demonstration agent. The subject matter will be directed toward simple improved practices and information on the principles of better living. The scope of the program will be economic or social or both, according to local needs, and will more and more frequently deal with civic interests and recreation, as well as with efficient methods of farming and housekeeping.

Extension Methods of Teaching

The extension workers will think of themselves as teachers whose methods must be based upon sound principles of education and methods of teaching. They must consider the instincts, emotions, habits, and other characteristics of the various families in a given county. They must analyze the various devices used in extension teaching, such as publications, exhibits, the press, slogans, and others, and the different means of contact with the local people, such as the home visit, the community meeting, and the county-wide meeting.

Because of the wide range in the age and in the social, economic, and educational status of the people with whom the agent deals, and because the extension program may include a variety of needs and interests, the extension teacher in home economics must in the future be a broad-minded and adequately trained woman, well-grounded in general education, including economics, psychology, the principles of education, and the methods of teaching, as well as in the technical subject matter of home economics. In addition, she must have adequate training in the humanities, sociology, history, and literature and have an appreciation of art, poetry, and music.

Through such a program, efficiently planned and executed, we shall make of the extension service an efficient and effective public servant. We may look for a contented family life in the farm home and an improved community life that will help to guarantee a stabilized agricultural people in America.

THE FARM GIRL IN THE HOME PROGRAM

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Part of an able presentation of the reasons for reaching farm girls from 16 to 20 years of age with 4-H Club work—a work that has pioneered in developing better international understanding—given at the North Central States Extension Conference, Chicago, May 1923.

TO THE PEOPLE OF THE PRESENT GENERATION is committed the trusteeship for the future. What that future will be is largely dependent upon their vision, unselfishness, and well-directed effort. Twenty years ago there was conceived the idea of enlisting our rural young people in the extension program. Since that time thousands of farm girls have contributed their share toward the improvement of home and community life and confirmed the wisdom of this far-sighted extension policy. Through their ability to demonstrate to others what they have learned, reinforced by their youthful enthusiasm and their attractive, wholesome personalities, they are increasingly accentuating what can be accomplished through a well-organized extension program in influencing the farm girl and developing ultimately, through her, a finer rural home.

Four-H Club Girls Visit Europe

The five 4-H Club girls now en route to France exemplify what this phase of extension work may mean to rural people, to farm and home life, to community progress, and to international relationships. If 25 years ago it had occurred to an influential body of American citizens to send a representative group of Americans to a foreign country for an interchange of ideas on farm life, it is almost certain that such a group would have been selected from a university faculty or from some other organization of mature persons. Today, because the farm girls of America have won for themselves a recognized place in rural development through their club work, oftentimes seemingly small in scope, they are now participating in an international rural movement.

The Farm Girl Eager to Learn

Each year the scope of the home extension work with farm girls has broadened and the quality improved. With this growth has come

not only a fuller realization of the importance of the farm girl in the home program but also the problem of keeping pace with the pressing needs for such extension work. When a girl reaches the age 16 to 20 the whole home frequently undergoes a change. As a meeting place for her friends it must satisfy her newly acquired standards. Extremely critical, but eager to learn the correct way, the farm girl at this period of her life will expend every effort to gain the desired results. How to fix up the living room, how to prepare and serve the Sunday dinner, how to entertain her guests—all such questions flit constantly through her mind. If one can work with the farm girl then and satisfy these desires, immediate as well as permanent results may be obtained, an accomplishment that otherwise might require years of effort with women of mature years. At this period, with her energy, enthusiasm, and persuasive power at their maximum, the farm girl is the key to the solution of many problems affecting the rural home.

The Young Homemaker

More than 50 percent of our farm girls leave school between the ages of 15 and 17. One-third of this number marry soon after, 85 percent of them within a few years. Assuming that these farm girls marry men 4 or 5 years older than they, we find that for the most part their husbands, if farmers, will be farm laborers or tenants. Therefore, the major problem of these young married people will be threefold: (1) To make a home; (2) to raise a family; and (3) to accumulate enough to become a tenant, or acquire a farm, or pay a debt. Fully half the success of this enterprise is dependent upon the young wives of these farmers. At this time farm girls plunge into their most intensive period of human usefulness. Unfortunately, however, it is often in this same period that numerous and necessarily unsystematic tasks, duties that make up the day's work of the farm women with small children, preclude her taking an active part in any work leading to the improvement of home practices. During this period, therefore, it is rather difficult to enlist the active or continuous participation of the young mother as a home demonstrator, important as such participation might be to herself, her home, and her family. Not until she comes to the period of greater leisure are we again offered an opportunity to reach her.

Consequently, if better home practices are to be established in the new rural home, extension forces must expend their major ener-

gies with the farm girl, so that she may acquire a maximum of education in a short period. Through club work during this formative period the farm girl quickly reduces to habit those home practices that must be done day in and day out, and thus her mind is released to attack the new and urgent problems that the young mother and homemaker must solve. The causes of unhappiness, even of disaster, in the new home, are not due usually to the new problems incident to marriage, but to the routine matters centered in poor bread, un-mended clothing, unattractive furnishings, and unorganized households. Unless good home practices have been reduced to habit during the adolescent period, and the proper attitudes of mind developed toward the work of the home and to meet changing conditions, the farm girl is likely to be handicapped in her homemaking activities throughout her life. Through club work, the better practices in home-making are in large measure assured for the new rural home, in so far as the farm girl gains her knowledge through repeated actions and if what she gains is so built into her muscles and her whole physical being that she does not have to remember it. It is a part of herself and comes out naturally in any situation demanding it. Moreover, through the extension program, the farm girl's interest is being focused upon the activities of the home in their relation to the farm and to the community as a whole. In this way she is able to assume community responsibility and gain a knowledge of the interdependence of farm and home enterprises, which, in turn, broadens her sphere of influence in her future work as wife, mother, and community leader.

Special Training for Extension Workers

There is need for special training of the new extension personnel in the philosophy and methods of conducting work with young people. Because, however, of the rapid turnover among our home economics specialists and county extension agents and because of their increasing responsibilities for work with girls, this condition is one rather to be expected. Those who are entering the extension field need an intelligent understanding of the economic status of the rural girl as well as of the adolescent period, so that they may determine methods of reaching her most effectively and be able to train local leaders accordingly. They need to know the methods of program-making common in club work, the place of public team demonstrations, tours, field days, contests, exhibits, camps, achievement days and how the club program forms an integral part of the general community program of work.

Extension Program for Older Girls

The time is opportune for the adoption of more well-chosen long-time demonstrations, particularly for the older farm girls. The present demonstrations of this type are those that have survived because they met a real need and provided the latitude that enables club work to reach into all communities and do its share in raising the standard of living. The wise policy for the future will also allow for the state-wide addition of a few demonstrations that maintain the interest and meet the particular needs of the older girls, by the adjustment or enlargement of some of the club demonstrations now under way for younger girls. If maximum results in the promotion of the home program are to be obtained with the older girls, it is essential that programs and methods of work be formulated consistent with the mental development and corresponding interest of young people.

It seems fundamental to the success of junior extension work that it receive greater support from rural people. It will be impossible for extension workers to preempt or hold the field without rendering the service desired. The economists are finding that the parents' inclination toward education of young people apparently contributes more toward raising the standard of living than does their tendency to cultivate more acres, invest more capital, or employ more labor. Extension work with farm people is recognized to be fundamentally sound and to be filling a real need.

It should be emphasized that little steady growth can be expected unless a strong state personnel is maintained, one whose major responsibility is the development of work with farm girls. It is essential that results be analyzed, trends in the work noted in time to take the proper steps, and new phases developed by a person trained in methods of working with young people. Certainly the extension work with thousands of farm girls can justify the employment of such personnel in each state on a financial basis equal to that of the most valued employees of the extension service.

FUTURE OF HOME DEMONSTRATION WORK

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A change in the interpretation of home demonstration work in the Southern States resulted in a varied and expanded program in keeping with the times. This is an address made at the Association of Southern Agricultural Workers, Thirtieth Annual Convention, Houston, Texas, February 1929.

BY THE SECOND DECADE OF THE TWENTIETH CENTURY it was becoming increasingly evident that the farm home and the farm homemaker were lagging far behind the farm and the farmer in assimilating the forces rapidly changing the social and economic world. Secretary of Agriculture Houston said in 1914 that through the training of the farmer for his vocation and the application of scientific knowledge to the solving of its problems, agriculture had shown marked improvement, but that the farmer's wife was doing her work and meeting her responsibilities in a work shop that had changed but little in 40 years.

The Early-day Needs and Program

Some years earlier, agricultural thinkers and educators had realized that while agriculture had improved, time and distance made it impossible for the land grant colleges to disseminate scientific information fast enough for the adult farmers to keep pace with industrialists and city business. Then it was that an idea of great educational potentiality was born in the brain of Seaman A. Knapp. He realized that the scientific information available and the mechanical time- and labor-saving devices then revolutionizing the industrial world could be carried to the farm and the farm home and their use there demonstrated. The farm wife could be shown how to add materially to the income through the production and conservation of food.

In 1914 the practicability of Dr. Knapp's idea was almost universally accepted, and the Smith-Lever Bill providing for further extension of farm and home demonstration work became a law.

The agencies—the land grant colleges and the United States Department of Agriculture, cooperating—through which the provisions of the bill were to be carried out are presumably as permanent as human agencies can be, though names and methods may be changed. The class of people to be served will exist as long as there are isolated

farms and farm homes, and the information to be disseminated will vary and change as the terms "agriculture" and "home economics" change and expand.

The interpretation and administrative policy of the Smith-Lever Act were determined by the conditions and social ideals of the generation it was intended to serve. There was an imperative need for a larger income on the farm. The traditions of agricultural education had confined such education almost exclusively to men, and its subject matter contained nothing relating to the responsibility of the farmer beyond income service, practically nothing on the use of the farm income for the improvement of the farm home and the family life. It is not surprising that Secretary Houston found the farm home lagging 40 years behind. It takes something more than the possession of money to make a home and a comfortable, happy family life.

With Changed Conditions, New Interpretations

There was in the South, where demonstration work began, a hang over of the social ideal of chivalry. While poets and politicians drew thrilling pictures of woman as "Queen of the Home," and even the women themselves were sentimental over the picture, none seemed to see any incongruity in finding the "Queen" in the kitchen cooking for the family, washing the pots and pans, turning out the laundry, scrubbing the floors, and sewing and mending, all with the most primitive appliances. Also the "Queen" was found raising the chickens and tending the cows, when there were any, and following her lord and master into the cotton patch when labor was short.

Home economics was in its infancy and meant little to the public generally. For these reasons it was natural and expedient that home demonstration work should have been interpreted in terms of agriculture and money and that demonstrations should have been confined to productive projects for the purpose of increasing the farm income. But conditions have changed. In agriculture the emphasis has shifted from production to the consumption and distribution of the things produced. Scientific research has made available a much larger body of information, which intelligently applied will greatly enrich the physical, moral, and social life of the family. Home demonstration work, which taught the homemaker to produce food and conserve it, must now give her additional information as to how the various kinds of food produced may be prepared and combined so as to insure

physical health and strength for her family. The homemaker must know how to market the things she produces, if she continues her income service, how to select intelligently and discriminately the things she buys, and how to use them with care and thought.

With increased educational facilities, rapid transportation, organized business and community life, and improved production, education and entertainment are more outside the home than in it. This means that the work to be done in the home must be accomplished with a minimum of time and energy in order that the homemaker may be released from continuous service in the home, if she is to continue to be a factor in the lives of her children after they reach school age. She cannot be a cook, scrub woman, seamstress, laundress, dairy maid, gardener, poultry raiser, wife and mother in the scientific twentieth century, with its rapidly rising standards of living and consequent high cost—the farm homemaker can continue to be a producer only if she is also trained to better home management in a home that is equipped for more efficient housekeeping service and gives time and opportunity for richer personal and family living.

There must be a new interpretation of home demonstration work in keeping with the greatly enlarged understanding of home economics and the changed conditions of social life, especially in relation to the home and the homemaker. This would also mean a change in farm demonstration work. The farmer needs to be trained not only as a producer but as a partner in the homemaking and in the responsibilities of parenthood.

The future of home demonstration work then, I believe, will depend on a new interpretation of cooperative extension service in farm and home demonstration work in keeping with the ideals of present-day living. Fortunately we have a law flexible enough to adapt itself to the great law of progress-change, and an administrative agency intelligent enough to make the necessary adjustments.

STANDARDS OF LIVING AS A BASIS FOR AN AGRICULTURAL EXTENSION PROGRAM

MADGE J. REESE

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From an address given before a joint session of the three subsections on agriculture at the Forty-fourth Annual Convention of the Association of Land Grant Colleges and Universities, Washington, D. C., November 19, 1930. The following brief statement defines clearly the meaning of "standard of rural living." The standard desired is a basis for adjusting the agriculture so as to yield sufficient income, and consequently it determines the agricultural extension program.

THE ECONOMIC STATUS OF THE FARMER is justifiably emphasized in business, in legislation, in educational interests, in the press, and in the forum. Important considerations having a vital influence on farm business and rural life include land ownership, tenancy, land incomes and values, land credit, taxation, tariffs, farm labor problems, unemployment as affecting business, general economic depression, land reclamation, immigration and population movements.

"Bread Alone" Not Sufficient for Living

No longer is the farm family satisfied when the returns from its efforts bring self-sufficiency in physical necessities and nothing more. Larger problems of farm management have arisen because of the desires cherished or the demands made by the farm people themselves. It is most hopefully significant for America's rural development that the farmer is coming into the realization that farming is a business enterprise and that it is a business influenced by all the intricacies of the business world.

The farmer knows better than ever before that his work requires intelligence and skill, and that if his attitude is unscientific, he can not apply available agricultural knowledge effectively. Best of all, he is coming into the realization that the mind must be prepared as well as the soil—that there is no fertilizer on earth that will provide as great fertility as brain power. The great Bishop Grundtvig gave good advice to the Danish people when he told them to prepare the mind and not worry too much about the economics. Glenn Frank, president of the University of Wisconsin, recently said—

There are three sets of forces to consider in the development of an American rural civilization: The pre-economic forces that have to do with the cultivation of brains; the economic forces, with the conquest of bread; the post-economic forces, with the capture of beauty for the life of the countryside. Brains, bread, beauty, all interlock, and it can not be said that the greatest of these is ———.

We are hearing less about the farmer's individualism. Perhaps much that has been called individualism after all has been only the quality of self-reliance. Because of earlier isolated conditions and few opportunities for exchange of ideas, the farmer's convictions have developed deep and his viewpoints have become real philosophies to him. More and more the farmer is given the opportunity for group thinking and action and is taking advantage of it. He is coming to admit that "groupism" has some advantages over individualism. The divisions of the agricultural colleges—the resident teaching, the experiment station, and the extension service—have changed some of the attitudes of the farmer and his family.

"Standards of Living" Defined

Extension's approach to the farmer on the subject of standards of living has therefore been more or less indirect. Now the subject is presented and discussed as such in most sections without hesitation, even in times of economic depression. What do we mean by this phrase, "standards of living," now so popularly used by bankers, merchants, educators, and homemakers? It is a broad and inclusive term, but for our purposes may be said to require the necessities, comforts, educational opportunities, and pleasures a family regards as essential to a reasonable satisfaction and happiness in life. A desirable standard of living in material satisfaction means a comfortable home for the family, adequately wholesome food, and suitable clothing. In nonmaterial values it means education, recreation, music, books, magazines, travel, charity, and the ministry of the church. Some contend that education is far more important than increases in money wages in raising the standard of life; that the material standard of life can never rise above the psychic standard. The activities of extension services are based on the belief that the desire for higher standards and the earning of funds for their realization are dependent upon each other—that they must go hand in hand. The means to both these ends is education in its broadest sense and this therefore is an important function in extension service.

The Relation of Income to Standards of Living

Economic questions have loomed so large in the minds of farmers as to seem all important. It has been many times thought that if the farmer could only settle his economic problems, if he could make more money, all the farm, home, community, and social problems would be solved as a matter of course. Enticing as this view might seem, it is not always the true picture. Too often has the family existed for the sake of the farm rather than the farm for the family. A farmer is greatly encouraged upon receiving the commendation of his neighbors and friends when he builds a barn, buys more land, or otherwise improves his economic status. Frugality is highly commendable, but carried to extremes it may be unwise economy. It may curtail expenditures for health, for correction of physical defects in young children, dental work, and education of the farm boys and girls, and community and social relationships may be neglected, and home improvements postponed from year to year. Eugene Merritt, of the United States Department of Agriculture, has figured that if half the appreciation of land values in the past 50 years had been invested in home improvement, it would have meant \$1,000 to \$1,500 per farm, or under normal conditions the equivalent of one additional room and a bathroom for every farm home.

Perhaps some of the comparisons we have been drawing between rural standards of living and those of the organized laborer have been somewhat far-fetched, but they have served a good purpose in that they have brought home to rural leaders and farm people the fact that labor groups have considered the matter of higher standards of living important enough for concentrated thought and action. It must be remembered, however, that the farmer is more comparable with the small-town business man than with the urban laborer. The contrasts made by John R. Commons, of the University of Wisconsin, are striking. Professor Commons says—

The difference between the farmer and the wage earner may be distinguished as the difference between a wage psychology and a rent psychology. . . . The argument made by organized labor for the past 50 years has been, shorten the hours of labor, raise the standard of living, and this will force higher wages. Higher wages will compel the employer to introduce machinery and eliminate waste, and the increased ability to pay the wages will be effective in raising the standard of living. . . . The wage-conscious man does not speculate on the future earning power of property. That is wage psychology.

In contrast, Professor Commons holds that when the farmer gets the benefits of higher efficiency, better prices, and lower rates of interest, he does not often shorten the hours on the farm either for himself or for members of the family; he makes little or no improvement in standards of living; and he bids up the values of land. That is rent psychology.

Can it not be further conjectured that the psychology of both the wage-conscious laborer and the rent-conscious farmer have much that is commendable, but on the other hand, that both are extreme and without balance throughout the full cycle of an enjoyable and serviceable lifetime? The laborer who lives up to the limit of his high wages, and may not always be employed, does not save money and does not usually own a home. The farmer looks forward to declining years of retirement on rents or savings without burden upon family or society, rather than living a full life as he works daily throughout the long years. Likely he is compensated and is happy in his thinking that his sons and daughters will enjoy better homes than the one he has made and that his grandchildren will go to college.

Influence of Urbanism over Ruralism

Although the country is lacking in some features in which city people take pride and which may be desirable for everyone, the presence or absence of these facilities does not fundamentally make for the spiritual quality of life. Most enduring qualities of character and social value can be nurtured in the country without as large a number of counteracting influences, and family life can be more easily maintained.

If the powerful influence of urbanism over ruralism can always be guided to act as an incentive for better schools, stores, and churches and for libraries, recreation facilities, and health-service advantages, it cannot be questioned that a very superior and inviting standard of life would be developed in rural sections. The rural schools and the extension services have a big responsibility in interpreting to farm boys and girls the advantageous aspects of farming and the opportunity that farm life offers. Under some rural conditions it is not an easy matter to be convincing, but it can be safely asserted that 4-H boys and girls' club work and the agricultural training in the schools have given many a youth a new vision of farm life and saved him for a business for which he was naturally adapted.

***Home Demonstration Work
Interprets Standards***

Extension workers have learned by experience that ideals and standards cannot be poured into the minds of men and women with the assurance that they will be applied effectively. Men and women live only by the ideals they really understand and they carry out effectively only such plans as they have had a part in framing; hence the advantage of the conference, the demonstration, and other methods used by extension workers. Home demonstration work has done more than can ever be measured in teaching values—how to get one's money's worth in the choice of materials, in the selection of ready-made garments, in buying house furnishings and equipment. It has emphasized economy in the use and care of foods and in the conservation of surplus food products. It has inspired and guided thousands of farm women in making home improvements with small but wise expenditure of money and by using the time of members of the family.

Desired Standard Determines Use of Land

Is it not too much to say that the desire for home improvements alone will always stimulate the farm business to greater efficiency? Is it not more likely that farm business will respond to its responsibility if it knows what and how much is expected of it? After a minimum budget is set up for a desirable standard of living for a given area, it is only a matter of good business that the extension economists and agricultural extension agents study the farms of the area and be able to suggest an organization of the farms that will yield, within a given period of time at least, the income sufficient for the desired standard. This is almost the same as saying that the desired standard of living should determine the use of the land. Why not? The "economic farm" and the "living price" for wheat will become commonly used phrases when standards of living are given first consideration in the adjustment of farm enterprises. If a farm is not of economic size for the agriculture of that particular community, or if it is termed marginal (using "marginal" as descriptive of farms not able to furnish a reasonable standard of living), the sooner a farm family realizes that fact the better. The extension service surely has some responsibility in this matter.

EXTENSION PHILOSOPHY

MILDRED HORTON

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The following brief of a talk made at the Texas Annual State Extension Conference, September 15, 1942, emphasizes the effectiveness of the result of demonstrations on the farm and in the home and points out what human values it is essential to preserve during war time in order to speed a new day.

PHILOSOPHY AS DEFINED TODAY is a body of principles underlying a human activity, ordinarily with the implication of practical use; as a philosophy of life or a philosophy of extension work. The four great principles underlying extension services are: (1) The individual is supreme in a democracy; (2) the home is a fundamental unit in a civilization; (3) the family is the first training group of the human race; and (4) the foundation of any permanent civilization must rest on the partnership of man and the land. If we accept these principles as those underlying our extension activities, we must plan our work in accordance with them. Our objective in extension work is to help people reach higher levels of living—physically, mentally, and spiritually. To reach these higher levels, people must be educated and trained to meet their responsibilities in relation to God, to their neighbors, and to themselves. They must also know how to meet the responsibilities imposed by their environment. So we work with them as individuals, as families in the home, and with their environment.

***The Demonstration, Fundamental
in Extension Teaching***

The Smith-Lever Act provides for aid in diffusing among the people of the United States useful and practical information on subjects relating to agriculture and home economics, and for encouraging the application of that information. The demonstration recognizes that the individual has something to give as well as to get. The demonstration is developed in the home; in it family cooperation is prime in importance; and the whole plan rests on an intelligent partnership between man and the land. The demonstration is a practical, progressive example of better farming or homemaking, which a farmer or a member of his family establishes on the land or in the home. The kind of demonstration that involves skills and attitudes is the foundation of

extension teaching. When established by the demonstrator it leads to higher levels of living. The demonstrator, with the help of the extension agent, analyzes his own particular problem. He puts into use the knowledge gained, his own experience, and perhaps that of a neighbor. The result is a demonstration. Then he can share in a forceful way with his neighbors all that he has done and all that he has learned. The demonstration thus becomes a teacher—the demonstrator is a learner, a doer, and a teacher. Demonstration is a method of making and multiplying teachers.

There are three steps in the establishment of a demonstration: (1) The demonstrator does and learns something worth while; (2) he shares his knowledge and enthusiasm with his neighbors; and (3) he receives recognition and is encouraged toward greater things. Thus his self-confidence has increased. He is useful not only to his family but to his neighbors, and he may become a leader. In this method of teaching we recognize that all farm people have had experiences and responsibilities, both as individuals and in family and neighborhood groups. Furthermore, we recognize that we are only one source of information—that our best work can be done through giving such guidance and direction as will bring about the fullest use of the knowledge already existing among the people with whom we are working. The doing, or demonstration method of teaching, both trains and educates people—trains them in the skills of farming and homemaking, and educates them in the realm of feelings and beliefs.

Saving What Is Most Worth Saving

As extension workers, it is our responsibility in these days of destruction to help people save what is most worth saving. It is our responsibility to help people deepen their interest and tighten their belief in the worth of individuals in a democracy, in the family, and in the home. Through the Victory Demonstration we aim to help families recognize themselves as cooperative units—with rights and responsibilities to make their own decisions about their relationships, their divisions of work, and their sacrifices—to help them prepare for the changes, for the new culture that will grow out of our present situation. In helping them save what is most worth saving, it may be our responsibility to help people realize that we can do without electric refrigerators if we have to, but that we cannot spare books. We can do without tires, we can do with less sugar, but we must not forego

the employment of trained teachers and the guidance of our ministers of the gospel.

When a ship is battling through a storm and has sprung leaks that the pumps cannot keep up with, there is sometimes one chance of keeping it afloat—throwing overboard the heavy cargo. The ideals of Christianity and democracy are in such a storm. Does the extension service have any heavy cargo? If so, let's throw it overboard. Let's hold fast, however, to the fine cargo that rests within the extension personnel and the people with whom we work. As long as there are sound-thinking and courageous men and women in the extension service, we can retain our best cargo. We must hold to our faith, faith in the people we work with, faith in ourselves, and faith in God. We must have courage, cheerfulness, and enthusiasm. We must have a determination to do our part in helping people meet intelligently and courageously the soul-testing times ahead and help speed the day when all peoples can live without the feeling of fear and want.

HOME ECONOMICS EXTENSION IN POSTWAR YEARS

KATHRYN VanAKEN BURNS

State Leader, Home Economics Extension, Illinois State Extension Service

Part of an address given at the Wisconsin Annual Extension Conference, December 12, 1945, in which emphasis is placed on improving the pattern of living in the home and on the quality of living, as chief objectives of extension work, and the interesting concept suggested that satisfaction in rural living enhances soil conservation.

THE EXPANSION OF HOME DEMONSTRATION WORK made possible by Bankhead-Flanagan funds makes it desirable for us to stop to see where we are and try to take a look at the future, in view of the economic and social adjustments that lie ahead of farm families. The first period of 25 years of cooperative extension work has done much to improve farming and farm life. More farm women are feeding their families a balanced diet, which has brought better health. They buy more intelligently and get better value for their money, whether buying dresses for themselves, overalls for their husbands, or ranges for their kitchens. We are proud of the record from Maine to California.

Improving the Pattern of Living in the Homes

By and large, the emphasis during this first 25 years was on the farmer and his agricultural practices with the land, the crops, and the animals. The ultimate objective was to improve the farm income, in the confidence that a higher level of living would follow. Good management will always be important in the kind of economy we have in this country, be it on the farm, in the home, or in business. Is there not, however, general acceptance of the idea that farm income will never be very large, and that some of the values of farm living will come because it is a way of life that has its own certain compensations?

It is here that home economics can make a contribution to the extension program. My thesis is that in this next 25 years we should try to improve the pattern of living in farm homes as much as in the past 25 years we have improved the pattern of farming. We should not need to be reminded that homes are made up of both men and women and that fathers and mothers are together involved in the responsibilities of rearing families. We have arrived at the place where we expect both men and women to be interested in farm plans, farm outlook, agricultural production, and farm prices. Some farm women take an active part in various extension meetings, showing as great intelligence in their reactions as the men.

We have not, however, arrived at the place where the men sit in when the subject of family relationships, for example, is to be discussed. If we believe that the family is the important social pattern, it is our job to help improve the pattern. If we can improve the pattern of family living in rural communities we shall also be making a contribution to urban living, because our excess rural population is constantly moving toward the cities.

It comes out in almost every program-planning meeting that families want assistance in family relations. Home economists have some training in the field of family relationships, and they can take the lead, but their work will never be successful until men and women in the home agree that it is a joint responsibility on which they will work together. We have helped improve the food, clothing, and shelter of the farm family, but our efforts have been relatively inadequate in helping farm families improve the quality of life lived in the family circle. Yet without doubt more unhappiness and more frustration in life are the result of the quality of family living than any other factor.

For example, Laurence H. Franks, a student of family life, lists two experiences that he considers of most significance in an individual's development toward wholesome maturity: (1) The experience of affection in childhood and youth; (2) the experience of being reassured and giving reassurance in the home.

Young Married Couples Meet for Discussions

Evidently some of the factors that make up wholesome maturity are so simple of comprehension that they are in danger of being overlooked. We have not hesitated to initiate adults into the intricacies of the vitamin and mineral content necessary for a balanced diet, and they have understood it. They will also understand family relationships and be interested in that subject if we have the vision and the initiative to take the lead.

A group of young married people in Rock Island County have been meeting once a month with the home or farm adviser to discuss some of the problems of young couples. Their first request for assistance was in the field of child development. They have asked also for help in financial planning, and they want to know how to plan ahead for the demands of the marriage cycle when the children are 10 years of age and when they are of high school, and of college age. They feel that they need to know more about human relations; they also want to understand some of the problems of racial and minority groups. They want to experiment with and get experience with the discussion method. They are especially interested in knowing how to have an attractive home at low cost. Their programs are entirely of their own planning. Extension could well try to expand its work with young married people. This may be an approach of all importance in improving the quality of family life.

Modern Conveniences in Rural Homes

Another suggestion for emphasis in the postwar years is that we be much more aggressive than we have been in promoting programs that will instill interest and help farm families install some of the ordinary conveniences of life, such as running water, modern plumbing, and central heating. This is an old story to extension workers, but the lack of these conveniences is directly related to something that is fundamentally wrong with rural life.

Rural Social Improvement Encourages Soil Conservation

The recent report on Postwar Agricultural Policy by the Land Grant College Association devotes one chapter out of seven to the conservation of our natural resources. While there are some indications that the social implications of soil conservation are recognized by extension in general, the solution seems to revolve around the techniques of farm management. A few individuals have emphasized social causes. Charles E. Kellogg indicated that—

The final exhaustion of the land follows, not precedes, the exhaustion of people. In a final effort, exploited people pass their sufferings on to the land.

Arthur E. Moore, in his recent book, "Farmers and the Rest of Us," has amplified the idea thus:

Where the farm people are not exploited, where they have both material comforts and moral integrity, where they live proudly and at ease without looking with envy on a more attractive life in town, there soil conservation may be achieved.

Still another quotation from Mr. Moore sets forth this particular bit of philosophy more specifically:

It is useless to ask men to treat land as a heritage when the farm children of this generation suffer from substandard education. . . . Understaffed, unattractive churches, lack of community enterprise . . . lack of kitchen conveniences and modern plumbing—these are causes of erosion because they create dissatisfaction with farm life.

Developing More Interest in Better Living

Without doubt, extension can help improve rural schools and rural churches, though we recognize how complicated these problems are. We can start tomorrow and do far more than we have been doing to help farm people get some of the essentials of a decent level of living. Why is it that all too often a farm family will buy an expensive car when the difference in price between it and a Ford would have installed a needed water system? Whether we be agronomist, nutritionist, or county agent, we can help arouse interest in running water in farm homes. If the family can't afford more, we can at least start with a kitchen sink. It is this kind of convenience that helps close the gap between urban and rural living. It is this kind of convenience that stops the migration of some of our most promising

farm boys and girls to cities. A farm home, no matter how modest, with at least some of the usually accepted modern conveniences, is the beginning of pride in rural living.

Thus far, home economics extension has put most of its emphasis on projects built around problems that an individual homemaker or family could solve.

Health Programs for Rural Communities

At the end of the next 25 years we shall still be promoting some adaptations of these same projects, because they are fundamental knowledge for any homemaker. It is increasingly evident, however, that farm families are facing many problems in the postwar years that cannot be solved by individual action. Probably the No. 1 job for extension workers is some adult education for ourselves about the rural health situation and suggested plans for solving it.

If we are sincerely interested in improving the quality of farm family living, we cannot ignore the health of the family much longer merely because it is a troublesome and complicated question to face. Infant mortality, maternal mortality, draft rejections of young men, and deaths from diseases that modern science and sanitation are best able to prevent are all highest in rural areas. It is proper for us to help rural families become aware of present facts, study the situation, recognize existing problems, and work toward their solution. We can even take the lead in calling together and working with agencies and organizations that are interested in a coordinated health program for rural communities. We can give our support to such a committee if it already exists.

Increased Attention to Rural Youth and Young Men and Women

There is no finer experience for a boy or girl than to be enrolled in a 4-H Club. The experience will be richer for the girl and of more benefit to rural living if she is enrolled in a homemaking project. We should try to prepare her for responsibility in the home, since so small a percentage of girls finish high school or go on to college or have any conception of home economics as such. Certain advantages accrue to 4-H Club membership, such as the ability to work with others and to express oneself in public, whether enrollment is in agriculture or in home economics. Girls need to get some inkling of how interest-

ing and rewarding homemaking may be when pursued in the light of all that science, art, and accumulated knowledge can bring it.

The home agent has an unusual opportunity to make a contribution to the rural-youth program or to that of the young-adult group. Young men and women are more concerned with people and personal adjustments than with skills and things. They are seeking guidance in personal relationships. A great opportunity for expansion in cooperative extension lies in working with young men and women who are above 4-H Club interests but not yet installed in farming or homemaking for themselves. It is a field we have barely touched.

Quality of Living Our Objective

Our No. 1 objective is to improve the quality of living in rural homes. All too often we lose sight of end objectives while pursuing more immediate ones. Some ways we might bring this about are through: (1) More extension programs for both men and women, built around some of the principles of successful family living; (2) far greater emphasis on the installation of some of the commonly accepted conveniences in the farm home, not only because they ease the burden of the farm women but because of their relation to pride in rural living and even to land conservation; (3) attempts to help rural people obtain more and better health services and medical care; and (4) more emphasis on the content of home economics in youth programs and more participation by home economists in determining policies and programs for this group.

It is commonly accepted in educational circles that extension is the broadest venture in adult education in the country. Adults detect shoddiness and shallowness of learning almost at once. Because we are so pushed from day to day, there is great danger that we may become peddlers of a few facts about some immediate problem, rather than real teachers. No one needs adult education as much as the teacher of adults. No one can continually help another person enrich his or her life unless he constantly enriches his own. We *must* find time for it in the future.

HOME ECONOMICS: EDUCATION FOR LIVING

C. B. HUTCHISON

Vice President, University of California and Dean of the College of Agriculture

The following excerpts are taken from an address at the Annual Convention of the American Home Economics Association, San Francisco, 1949.

HOME ECONOMICS IS MORE CLOSELY IDENTIFIED with family life than any other educational field, for its ultimate goal, in all its phases, is to increase the modicum of health, happiness, wholesomeness, effectiveness, and charm in the homes of people.

Home economics has developed as a result of a basic interest in the improvement of home and family living, and its primary objective is to contribute to these ends. It had its origin in a growing awareness that the integrity of family life was under serious threat as society became more and more industrialized, and fundamentally that concern has been a controlling factor in its development.

The time has come to expand considerably the program of adult education in home economics, as in all fields. The crises of the times and the rapidly changing conditions under which we live make it especially necessary that we provide a continuing and effective education for adults as well as youths. Perhaps we can in this way make up some of the educational deficiencies of the past and also in a measure counteract the pressures and distractions of adult life, which all too often make the end of formal education the end of all education.

Extension Puts Homemaking Knowledge to Work

Through their extension services, the land grant colleges and universities have the most effective means yet devised for bringing the results of research to the people; and for teaching them, both as individuals and as groups, how to make use of that knowledge in meeting the problems of the day. It would be difficult to overestimate the value that has accrued to American rural life from the home demonstration programs of the agricultural extension services of the land grant colleges, conducted in every state and territory in cooperation with the United States Department of Agriculture.

But if more homemakers are to grow continuously in their ability to meet their problems more effectively and to make satisfactory adjustments in constantly changing conditions, home economists in busi-

ness and industry, in teaching, and in extension service must see that every available means of dissemination—newspapers, magazines, radio, and television—is employed in spreading the knowledge of how to improve home and family life.

Education for Living

Science has shown us with tragic clearness how we can all die together, but it has yet to show us how we can all live together. Perhaps "education for living" has more to offer us in this dilemma than we suspect. If the frontiers of home economics are to continue to advance in the most effective and rapid manner, every activity in the field must be continually evaluated in terms of its contribution to improving home and family life in an ever-changing world.

Each member of this profession must be concerned with the social significance and effective use of the knowledge and skills she possesses. Each person charged with the direction of a single area in the field of home economics must know people and how they live; she must have a broad comprehension of the whole field, and a profound esteem for its goals; and she must be able to see her part of home economics in relation to the whole pattern. Social, economic, and scientific changes of the present bring to the front the responsibility of the schools to educate for living in a rapidly changing world. Present society demands a dynamic educational program throughout.

Home Economics Education Must Keep Ahead of the Times

Home economics education in the school of tomorrow must help homemakers and potential homemakers to grow continuously in their ability to solve their homemaking problems more effectively and to make satisfactory adjustments to constantly changing conditions. Home economics must shift its emphases as the many changes outside the home bring their influence to bear upon it, if it is to achieve the grade of a happy, satisfying family living for a greater number of families in every community.

The home economics worker who measures up to the demands of such a program must be a growing worker, alert to opportunities for personal and professional development. She must modify her point of view, her ideas of value, her standards of achievement, as new experiences come to her and as social conditions call for new solutions of life problems and situations.

No other field of education has greater possibilities for genuine human service. For home economics is concerned not only with the efficiency and happiness of young women as homemakers; it is concerned with the continuous well-being of that basic human institution that we call the family—an institution that no people has learned to do without. Concerned with the welfare of that basic social unity—the family, and its home—home economics has a primary and transcendental responsibility in the world of tomorrow.

“ . . . SHALL INHERIT THE EARTH ”

R. B. HUDGINS

Agricultural Agent, Appomattox County, Virginia

The objectives of extension and country-church workers are related in programs for making better homes and better citizens, and though neither organization may fully realize the fact, each is cooperating, silently perhaps, with the other.

THERE IS SOMETHING ABOUT COUNTRY LIFE that, taken at its best, builds strong, capable people. Most men and women who go from the country to the city carry with them a wealth of information and orderly habits that prove assets to them all the days of their lives.

On the farm you learn to work. The government may furnish the land and Providence may provide the desired sunshine and rain; but the farmer must plow and prepare the soil, plant the seed, and cultivate and harvest the crop if he is to eat or furnish feed for his stock. Knowledge of when and how to work and do things is a great asset wherever you go or whatever you do in life.

Country boys and girls have a share in the work on the farm and home almost as soon as they are able to walk. They bring in the wood and water, feed the poultry and gather the eggs, give hay to the horses, and turn the cows out to pasture and bring them home at night. They also help set and clear the table and wash the dishes, and up to 8 or 10 years of age they do the lighter work of the farm. All this helps in the welfare of the farm family. Then, too, children on the farm have opportunity to play and to learn. They roam the fields and woods with the dog and get acquainted with the four-footed denizens; they fish the streams and lakes; they know the wild birds; and they throw stones at big hornets' nests and learn things. They go with

father to the field and ride the horses. They do a thousand and one things that all unconsciously bring them experience and education, teach self-reliance, and better fit them for the battle of life.

The Country Youth Will Influence City Thinking

We know that, because of the use of power and machinery on the farms, fewer and fewer people will be required to operate the farms and more and more country youth, both boys and girls, will be released from the farms to seek work in towns and cities, in industry, commerce, and the professions. Statistics tell us too that the birth rate in the cities is lower than in rural areas and that cities must look to the overflow of youth from rural areas if they are to maintain their population and carry on their work. More and more therefore it will be the thinking of the rural youth who go from the farms to the cities that will dominate the thinking of urban areas. Following this thought through to its logical conclusion, it is our oncoming rural youth who will eventually set the ideals and dominate the thinking of the nation.

That thought carries tremendous implications for rural people if they are to live up to their growing opportunities. It means that rural youth must be the best schooled, the best trained youth in the nation. It means that they must have not only the training the public schools of the nation can give them, but the training afforded by the farms and country life, and the added training of the 4-H Clubs.

4-H Clubs Give Youth All-round Training

In 4-H Club work we train the whole person, not just his or her intellect. The club member hears the word of instruction, his intellect is appealed to, he reasons. He does the work with his hands, which gives him skill to accomplish. In learning to work constructively, creatively, he learns the first essentials of accomplishment and happiness.

He sees the things around him, fields and woods and sky. His judgment is trained through appraisal of product and selection of the better animal the better way. His spirituality is developed through the need of kindness to herd and flock, of fair play with fellow members, of honesty in the treatment of the soil—he learns that as he sows and cultivates and prunes, so shall he reap. His social side is developed through contact with fellow members, in work, demonstra-

tion, pageantry, song, and play. His citizenship is developed as he takes part in program making for the community and planning for the future. He deals with real rather than artificial situations.

We trust that each one of you may organize a 4-H Club in your community, with many new people in it, and make that club the best club in the county, a club that will serve to set ideals, objectives, and accomplishment for every other club in the county. We hope then that it may be possible for you to give yourself not only the training of high school but of 4 years of college as well. If rural youth are going to set the ideals and standards of the nation, they can do so only as each member has knowledge, ideals, and standards in his or her heart. There is a great job ahead of us.

The Home . . . Cradle of Civilization

The foundations of your whole life, physical, emotional, and mental, are laid in the home. The well-ordered home based on love, mutual helpfulness, and intelligent cooperation is the highest achievement of mankind. It is the cradle of civilization. By living and working together in the home you acquire the virtues, habits, and skills needed for the highest success in life. By doing your part in the tasks about the home—by helping to keep it clean, orderly, and beautiful, by seeking to make it a peaceful, friendly, and happy place—you learn to think, to plan, and to work with others in ways that will help you perform well your part in any community. Exalt, enrich, and beautify your home. It is the foundation of your life and happiness—the first school of citizenship and democracy.

The Church in Its Own Way an Extension Cooperator

In every village and town the skyline is marked by the slender spire or the square tower of the church. In Europe and America the church has been the greatest spiritual force in shaping the world in which we live. Universities, schools and colleges, hospitals and asylums, better prisons, kinder laws, the end of slavery and dueling, and the attempt to end war and bring in the brotherhood of man—all these have been in a large measure the work of the church. Adults and young people who actively participate in some local church activities are serving God and country as they learn to appreciate the admonition of long ago by the prophet Micah, "Do justly, love mercy, walk humbly with thy God."

Chapter 6

A TRIBUTE TO LEADERSHIP—DEDICATION OF THE WILSON AND KNAPP MEMORIAL ARCHES WASHINGTON, D. C.

On November 17, 1937, two Memorial Arches connecting wings of the magnificent Administration and South Buildings of the United States Department of Agriculture at Washington were dedicated with appropriate ceremonies by Epsilon Sigma Phi, National Honorary Extension Fraternity, including the presentation of two bronze Memorial Tablets commemorating the outstanding services to the country of two great agricultural leaders—the Honorable James Wilson, Secretary of Agriculture from 1897 to 1913, and Doctor Seaman Asabel Knapp, Founder of Cooperative Agricultural Extension in the United States.

INTRODUCTORY ADDRESS

THOMAS A. COLEMAN

*Associate Director, Indiana State Extension Service, and Grand Director,
Epsilon Sigma Phi, National Honorary Extension Fraternity*

THIS IS A HAPPY OCCASION for Epsilon Sigma Phi in bringing to completion a cherished idea in the exercises of this afternoon. The idea that culminated in the erection of the arches and the placing thereon of these memorial tablets originated with Mr. W. A. Lloyd, the first Grand Director of Epsilon Sigma Phi and an official of the Division of Cooperative Extension, United States Department of Agriculture. It is our very sincere regret, however, that he has a call today to the other side of the world and cannot be with us.

To those of us who attended the memorial meeting of the Association of Land Grant Colleges and Universities on Sunday evening, there is a peculiar significance in this program. Reference there was made to the lives and work of three great Iowa leaders in the field of agriculture, men who in following their natural desires took different roads to serve their day and generation, and each attained high place in his chosen calling. It is significant that grandchildren of these three pioneers come together in this ceremony—that the tablets will

be unveiled by the granddaughters of James Wilson and Seaman A. Knapp and will be presented to the grandson of the other of the three friends and neighbors, Harry Wallace, the present Secretary of Agriculture.

It is peculiarly fitting that these arches be so designated. James Wilson was the first Secretary of Agriculture to put into motion the concept of a large service to agriculture through its great department. It was he who conceived the idea of this mammoth agricultural building on the Mall in the Capital City. In this conception he was thinking not only of that day, but of the days to come, and therefore he planned largely. An economical Congress, however, gave him about half his estimated needs to erect a building. Not daunted, and pioneer that he was, he used the funds available to erect the two wings of what he had originally planned to be one large building, retaining the historic red brick structure out in front for his executive offices. It remained for other leaders of other Congresses to appropriate money to complete the edifice thus conceived and started. As indicative of Wilson's straight thinking, the building that he conceived, now erected, is wholly inadequate to serve the great cause of agriculture. Hence the need for the South Building, now erected and joined to the Administration Building's wings by two arches, one of which is here being dedicated to the memory of this great Secretary of Agriculture, James Wilson.

It is also fitting that the other arch should be dedicated to the memory of the man who realized the uselessness of agricultural information stored in the archives of the department at Washington and at experiment stations throughout the land, without developing some means to take it out to the farm—scientific information that needed to be interpreted into practical language to the understanding and approval of the farmer and his family. It fell to the lot of Seaman A. Knapp, at first largely through his love of his fellow men and later through the support and backing of his friend and co-worker, Secretary Wilson, to promote and organize a more definite type of federally supported extension work.

PRESENTATION ADDRESS

MADGE J. REESE

*Grand Secretary-Treasurer of Epsilon Sigma Phi,
National Honorary Extension Fraternity*

MR. SECRETARY: The Congress by a Resolution signed by President Roosevelt on June 16, 1934, designated the arches across Independence Avenue, connecting the East and West Wings of the Administration Building of the Department of Agriculture with the South Building, as memorials to the Hon. James Wilson and Dr. Seaman A. Knapp. James Wilson was Secretary of Agriculture from 1897 to 1913, and Seaman A. Knapp was the founder of the agricultural extension work. The Congress also authorized the National Honorary Extension Fraternity, Epsilon Sigma Phi, at whose instance the resolution was passed, to install bronze Memorial Tablets to the memory of these two distinguished Americans.

The formal dedication of these arches and the presentation of these tablets to you and your successors bring a sense of great satisfaction to the honorary fraternity and society which I have the honor of representing on this occasion. That satisfaction is shared, too, I am sure, by the whole agricultural population of our country. This occasion is one of significance to agriculture. In this Capital City there are many monuments to those who have rendered high service to their fellowmen. These are monuments to heroic soldiers, to distinguished statesmen, poets, and philosophers, and to leaders in the field of labor.

The Wilson and the Knapp Memorial Arches are the first monuments to those who have left us a rich heritage of accomplishment in the field of agriculture. It seems to Epsilon Sigma Phi that this tribute we are now paying to these two heroes of the soil is deeply significant of the present tendencies of our national life—a recognition of the importance of agriculture. Secretary Wilson tried to bring the application of science into the daily work of the individual farmer and his family. He saw the great opportunity to do this most effectively through the demonstration work being developed in the Southern States by Seaman A. Knapp. In every possible way Secretary Wilson aided and encouraged the development of this type of education for the farmer. Dr. Knapp sent out the demonstration agents as missionaries and educators, infused almost with a religious zeal, into the byways to help the farmer and his family to increase

their income, to improve farming and living conditions, and to build, as he put it, "a life of culture, grace, and power."

It was not given that either of these men should live to see their vision wholly realized. Secretary Wilson's plan of a "home for the Department of Agriculture," while along somewhat different architectural lines, was essentially what has only recently been completed. Dr. Knapp passed away before the Congress enacted legislation providing for the support of a national system of extension education through the Department of Agriculture and the land grant colleges. These two men laid great and deep the foundations, on the one hand, for a sound, far-reaching department development; and on the other hand, for an educational opportunity for the farmer that would make science the handmaid to his common sense. In honoring these two great Americans, we honor ourselves and stimulate in the hearts and minds of rural men and women, boys and girls, the conviction that high service to agriculture will be held in remembrance by posterity.

Mr. Secretary, I am pleased formally to present for dedication on behalf of Epsilon Sigma Phi these two Arches to the memory of Hon. James Wilson and Dr. Seaman A. Knapp. Their simplicity, utility, and beauty typify the lives of these two men. Now, in entrusting the Wilson and Knapp Memorial Tablets to your care, Epsilon Sigma Phi offers its services to you in the realization of your own high ideals of a new and better day for American farmers and their families.

ACCEPTANCE OF WILSON AND KNAPP MEMORIAL TABLETS

HENRY A. WALLACE

Secretary of Agriculture of the United States

IT GIVES ME GREAT PLEASURE TO ACCEPT for the United States Department of Agriculture these Memorials to two great men. I congratulate Epsilon Sigma Phi on being the organization that brought about these fitting tributes, the first, I am sure you are right in saying, in the Nation's Capital to leaders in agriculture.

These memorials recall two great characters having much in common. Both had given more than an average man's years of service before they came to the tasks here commemorated. James Wilson was 56 when he undertook to "build a department for the man in over-

alls." Dr. Knapp was past 70 when he launched the farm demonstration movement, based on the philosophy that "what a man hears, he may doubt; what he sees, he may also doubt; but what he does, he cannot doubt." Both were men of great simplicity. Both were tenacious of purpose. Both were courageous explorers of the untried. Both had deep faith in the abilities of the men and women of the farms of America.

We who gather here to do them honor are heirs to their investments of faith. We have inherited a department "dedicated to the service of agriculture for the public welfare," which will serve in some way every person in this country. We have inherited an educational institution for agriculture that bridges the gap between discovery and use, makes the learner also a teacher, and gives him a place in the councils of a vast industry.

In accepting these Memorials we commemorate achievements that are truly great. I wish that we might also take up the challenge that these great achievements offer. Remembering the high purpose that these men held for this department, let us strive the harder to accomplish it. Remembering their faith in farming and farm people, let us dedicate ourselves to carry on to farm people that service which gives opportunity to their thinking, initiative, and intelligent leadership. As we pass these Tablets, going about our daily tasks, may the memory of James Wilson and Seaman Knapp encourage us in the great work they began, a task that seeks to attain the highest standard for farm life and the greatest good for all people.

ADDRESS DEDICATING THE WILSON-KNAPP MEMORIALS

ASBURY FRANK LEVER

*Member of the House of Representatives from South Carolina and
Joint Author of Smith-Lever Act*

This most interesting speech outlines and compares the great public services of Secretary Wilson and Dr. Knapp. It is an able statement and should be read by all who are interested in the agricultural development of the United States.

WE HAVE COME TO DEDICATE the James Wilson and the Seaman A. Knapp Memorial Arches, impressive tributes to the work of the men whose names they bear.

Our Capital City is dotted with memorials and monuments to commemorate the services of our military and naval heroes, our statesmen, poets, artists, leaders, men and women of many callings. This day is significant in that it marks the first distinctive national recognition of agricultural leadership in this country, and in that there may be developed in this field that high degree of service worthy of a nation's acclaim.

We do not think of the saintly William McKinley as having contributed anything out of the ordinary to the rural life of America. Rather, we think of him as a godly man who, as head of the nation, broke forever the cruel power of Spain in the Western Hemisphere, and who, more than any other individual in our history, healed the gaping wounds of our unnecessary and unfortunate fratricidal strife of three-quarters of a century ago.

And yet, one of the very first acts of his administration, measured by the chain of events that has followed, must be regarded as epoch making in the annals of American agricultural and rural life. He appointed James Wilson as Secretary of Agriculture in his Cabinet.

Wilson, Knapp, Agricultural Statesmen

That fact brought together James Wilson and Seaman A. Knapp as co-laborers on a national scale in the sociological and economic field of agriculture, and thus unconsciously set in motion currents that even yet have not run their courses, currents that are so strong as to defy the checkmating efforts of small and over-cautious minds. The President thus linked together in service names that are as inseparable in the history of agriculture as in Webster's characterization, "A Union of Inseparable States." No roll call of agricultural statesmanship can omit or separate the names of James Wilson and Seaman Knapp. They stand together, each complementary to the other, each greater by the other's association.

Similarity in Training

There is a remarkable similarity in the life histories of these men. Each had his baptism of "Agricultural Fire" in the State of Iowa, prolific contributor to agricultural leadership and unafraid thinking.

Their preparation began in the open furrow and followed almost identical paths through all the processes of equipment for the final and supreme tasks to which each was called. They were moved by impulses singularly alike, focusing ultimately and always upon the

common objective, an enriched rural life. Each, too, strangely enough, began the building of his cathedral in the lengthening shadows of life—Wilson at 62, Knapp at 70.

Wilson became the organizer, inspirer, and director—in fact, the real architect—of the United States Department of Agriculture; Knapp the conceiver of a System of Adult Education and fashioner of a method of teaching it, designed to meet the everyday problems of the average farm, the average farmer, and the average farm home. For Wilson as surely blew the breath of life into the organic act that created the Department of Agriculture as did Sir Christopher Wren when he built Saint Paul's Cathedral; and Knapp as certainly founded the Extension Service as did Thomas Jefferson win from history, in his Charter for the University of Virginia, the distinction of being the first American statesman to associate Agriculture and Scientific Education.

Philosophy of Wilson and Knapp

Both Wilson and Knapp began their work with a well-defined philosophy, predicated upon the formula that "He serves his country best who best serves its rural life." That fundamental is the Bethlehem Star of their every thought and undertaking.

Wilson sought to serve agriculture by building for it "the greatest agricultural research institution in the world" and by putting its agencies and discoveries within the reach of every man and woman on the farm. He said:

The agricultural scientist is working by the side of the toiler in the field, teaching him the laws of nature that must be understood before the best results can be reached. There is not a department of the farm that is not being enlivened by this research.

Knapp used his own new method of carrying his kind of education, and his mode of teaching it, out to the farm and into the homes of the farm families of the nation. His objective in fundamentals was, as he says:

To develop the resources, increase the harvest, improve the landscapes, brighten the homes, and flood the people with knowledge of helpful things, and to readjust agriculture, to reconstruct the country home, and to put rural life upon a higher plane.

Both Sought to Improve Farm People

To these two men the mechanics of the farm was important only as incidental in the enrichment of the lives of the men and women

and the boys and girls engaged in it. Their first concern was with broad humanities—people. That this should be so is not difficult of understanding. They were of the soil by birth, training, and actual living; they were farmers, and they knew farm life and believed in farm people. It was always first the farm men and the farm women, the farm boys, and the farm girls!

They believed in the inherent dignity and importance of agriculture as a calling. They wanted farmers to believe in it. They agreed that before anything worth while could come of their efforts they would have to devise a program that would spur agriculture to know itself; to appraise its economic and sociological relationships; to substitute pride in itself for its age-old, deadening "inferiority complex." They knew they had to sell agriculture to itself before they could sell to it the things they were projecting for its betterment. They believed in the right of farm men and women to have the things that belong to them and in their right to exercise in the affairs of the nation a power commensurate with their contributions to it, and they wanted farm men and women to believe it.

Both subscribed unreservedly to the underlying thesis of the first Morrill Act that "The people of the land must receive an education adapted to their purposes." They believed, however, in a broader democratization of its principle, to include the doctrine that science and education should be brought as nearly as possible onto every farm, and into every home, and into all the lives of those engaged in every sort of agricultural enterprise.

Knapp sold Wilson his idea of objective teaching, so completely that Wilson thereafter backed him unqualifiedly. Out of this began another and different era in agricultural thinking and leadership. A new field of exploitation lay ahead.

Both Were Pioneers

Neither Wilson nor Knapp had a lamp of experience to guide them, but what of it? They were pathfinders; unorthodox in their thinking; pioneers in their undertakings; crusaders in their methods. Frowning fronts of uncharted courses brought no trepidation to their hearts.

Genius is lured by the unbeaten path. The wilderness intrigues it; the unknown fascinates it. Genius is explorative, restless, always alert, always unsatisfied. Smugness, complacency, static, are antitheses of it. Genius is a moving force, affirmative, aggressive, virile. Its

bugler has never learned to sound the notes "Halt" or "Retreat." It is always "Forward"! This was Wilson and Knapp. They proposed and projected major reformations in the nation's basic industry, and time is only now beginning to unfold the epic of their achievements and to recognize the fact that their work has gone into every agricultural home and community in America to make them happier and better places to live in.

The motivating philosophies that shaped the lives and activities of Wilson and Knapp are most suggestive of the deep currents that lay beneath the philosophies and activities of that most unfathomable of all American statesmen: the moving impulse of Lincoln's life was his faith in the common man, his love for the lowly and the humble, and his passionate struggle to help them. "Friend," he said, "the Lord prefers common-looking people. That is the reason he makes so many of them." Greatness has seemed always to feed upon and to grow out of the passion for service for the inarticulate masses of the people whose welfare and happiness have constituted and will continue to constitute the surest guaranty of the stability and perpetuation of basic democracies.

Both Labored for the Common Man

Wilson said, "I am endeavoring to build up a Department of Agriculture that will benefit all men who work in the field," and, "We need an entirely new education now for the millions who toil in the field."

We know that Knapp's supreme contribution to American rural life was planned to meet the needs of the common man of the farm, to do it in a common-sense way, and in the way of the thinking and living of that man.

Wilson and Knapp not only believed in the high calling of agriculture but also they knew that labor is the only road to true happiness.

Wilson said, "No work degrades. We can ennoble whatever we do. Paul, the Apostle, was a tentmaker; Robert Burns was a plowman; Franklin was a printer. Our civilization will never lift humanity above labor."

Knapp said, "What a man hears, he may doubt; what he sees, he may also doubt; but what he does, he cannot doubt." It is the "What he does" that counts in his axiom. Again, he said of a certain foreign people, "From constant labor, they are a happy people."

These men were natural leaders, master psychologists, and developers of men. They made their choice of men and then gave them free rein to do their own thinking and planning, reinforcing them with their encouragement, sympathy, and counsel. Wilson had unlimited faith and pride in his scientists and backed them on all occasions with the force of his rugged nature. "They are a grand lot of men; finest aggregation of scientists ever brought together to do the work for the common man."

Knapp was just as proud of and loyal to his co-workers. His relationship to them was paternal. He inspired them with the spiritual value of their work, and kept before them always as fundamental, "Your value lies not in what you can do, but in what you can get the other people to do."

But, if they were strong in their loyalties to their co-laborers, they were even stronger in their loyalties to each other. Never a tinge of jealousy or envy marred their long and fruitful association. From the beginning to the end of it, the Arch of Friendship held unbroken.

They saw agriculture in the light of the nation's welfare. Wherever the problem, there would be found their interest and work. We of the South who labored with them in the days of their daring pioneering are happy to bear emphatic testimony to their broad nationalism.

Both Devoutly Religious

It is heartening to us of the faith that these—greatest leaders of their generation of those who labored in the lap of nature—were devout followers of Nature's God. Both were deeply religious men, Wilson remarked, "Dr. Knapp did not boast nor intrude unseemingly his religion, but quietly practiced it." He was, in fact, an ordained, local Methodist minister.

Wilson said of himself, "I got my early religious training from my father. I had to commit the Psalms to memory. I thought it a hardship then, but I regard the acquirement as a great comfort now."

Both Effective Speakers

Both were close students of the Bible, for their public addresses and writings are strongly flavored with the pure diction of that most remarkable of all books. Of the poets and the classics they also drank deeply. They were scholarly, cultured men, but untrammled by

either scholarship or culture. Both were tremendously effective before public audiences, Wilson as a speaker, Knapp as an orator: Wilson's style was choppy, epigrammatic, rough, and ready, rich in homely illustrations and delivered in a drawl, peculiarly his own. Knapp was an orator, superb, moving, persuasive, sweeping audiences into the channels of his thinking and sympathy. He was evangelistic in manner; his style poetic, rhythmic; his English perfect; his voice sonorous, his appeal always to the better, purer, deeper instincts. As the great Spurgeon sounded the depths of a nation's emotion, so Knapp stirred the soul of a nation's agriculture. Wilson was capable of a classic in hardfisted presentation; Knapp could have been the author of a "Cotter's Saturday Night" or "An Elegy in a Country Churchyard."

Wilson left to us his great Department of Agriculture, with its scientists; Knapp his County and Home Demonstration Agents, together representing the greatest, the most efficient and cohesive organization of scientific agricultural leadership the world has ever seen.

And, if there be those who would know the work of Wilson and Knapp, we can but say, "If thou seek his Monument, look about thee."

But, my friends, agriculture remains the least rewarded of the avocations of men. Their cathedrals are unfinished. In earnest humility and reverence of spirit, we rededicate ourselves to their completion and reconsecrate ourselves, in paraphrase, to the service of our fellows in imitation of their great example—the great example of these two men who deserve from us these Memorials of Appreciation.

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Chapter 7

INCREASING EFFICIENCY

This chapter deals with various efforts made to increase the effectiveness of extension teaching from the standpoint of individual training, organization, and administration.

PROFESSIONAL TRAINING FOR EXTENSION WORKERS

H. C. RAMSOWER

Director, Ohio State Extension Service

Part of an address given at the Land Grant College Meeting, 1937, pointing out the importance of a broad fundamental training for extension workers and outlining a plan for in-service training and study.

DURING RECENT YEARS the function of extension workers, particularly county workers, has undergone marked changes. The county agent has become less and less a technical advisor to farmers and more and more the administrator of a large and constantly expanding county agricultural program. He relies largely on the subject-matter specialists to organize, systematize, and present technical material to county groups. His training, therefore, must be along broader lines than has been obtained in past years.

County Agent Needs Broad Training

Undergraduate work for the county agent should include one or more courses in the major fields of agriculture. He should be well fortified in the basic physical and biological sciences as well as in the arts and in social science. In particular he should get some training in education, psychology, and sociology or rural sociology. Public speaking, journalism, and extension methods should be given consideration. Training prescribed for the teacher of vocational agriculture is excellent preparation for the good extension worker and increases the graduate's possibility of employment in the teaching field.

Graduate work is increasingly desirable in the training of extension workers. Some students will find it possible to follow undergraduate work immediately with a year of graduate study. Graduate study,

however, will be made more meaningful, will be utilized more effectively, if the student can have a few years of experience as an assistant county agent.

On-the-Job Training

Training on the job and subsequent to initial employment constitute our most pressing problem. There are several possibilities here.

1. Annual state conferences should be arranged for the entire extension staff. This type of conference is too frequently and too largely devoted to discussions of routine matters—relationships, project work, emergency programs, daily duties of all kinds. These are important, yet a 3-, 4-, or 5-day conference may well give a large part of the total time to instruction in fundamental subjects of equal value to men and women, such as economics, sociology, psychology, philosophy, the learning process, teaching methods, and individual development.

2. District conferences within the state will bring together small groups of county extension agents with supervisors and specialists. Here routine matters are discussed to better advantage than in the larger state conference. In addition it is possible to undertake a systematic study of some topic that may extend through a year or more. In Ohio some such groups meet once a month.

3. Academic courses may be taken in nearby colleges. One of our agents earned a master's degree in this way. Another earned a degree in law. In another case a group of 12 agents in cooperation with an instructor in a local university organized a night course meeting once a week. Some of the group drove 60 miles to and from the college.

4. The individual, under guidance, can lay out a course of reading in some field of special interest to himself. This may be in agriculture, in related fields, or in unrelated fields, such as fiction.

5. Short summer courses of 3 to 6 weeks are now available at several institutions. Vacation periods may be utilized for the time required. It is not a bad way to take a vacation either. Frequently family plans can be so adjusted as to make the time pleasant for all.

Leaves of Absence for Training

Leaves of absence for study through a quarter, a semester, or a year offer the best opportunity for professional improvement beyond undergraduate work. Plans for leaves of resident teachers have long been in effect at most institutions. Similar opportunity should now be extended to members of the extension staff. There are many prob-

lems to work out—non-offsetting funds must be largely used, substitute help may have to be employed, or the consent of county committees will have to be obtained, but most of these difficulties can be worked out in some way.

In my own state some progress has been made in this direction. From 1921 to 1931 some 65 staff members were granted leaves varying from one quarter to a full year. In the beginning half pay was allowed; later, full pay. After an interval of 6 years, during the depression, we have now begun a slightly different plan. We are granting leaves with full pay for a quarter or a semester. We plan to have 5 to 10 workers away each quarter. This will enable us in a relatively short time to provide opportunity for study for all members of the staff who have a tenure of 5 years or more.

Those who take leave are required to submit a plan for the use of their time. We strongly urge study at some college or university. Each individual is permitted to choose the courses he wishes to pursue, though we insist on his taking some basic courses in economics, sociology, psychology, or education. In all events his work must be such as will help strengthen him in the job that he will return to fill.

COORDINATION OF AGRICULTURAL PROGRAMS

H. W. HOCHBAUM

*Chief, Division of Field Coordination, Extension Service,
United States Department of Agriculture*

Part of an address given at the National County Agents Association Meeting, Chicago, 1938, emphasizing the great importance of coordination of effort on the part of all agencies serving agriculture. To be most effective, this coordination should be based on careful surveys and studies.

I AM GLAD THAT YOU are tackling the problem of coordination. There certainly is a great need for it today. Not our extension programs and projects alone are involved in this problem. If we are going to make the progress with the great national programs for agriculture that seems desirable, extension programs must be coordinated with them, and, moreover, these national programs must be correlated and localized, one with another. In this way, we shall have greater assurance of results and also the best use of public funds.

Extension itself is faced with greater responsibilities, and also greater opportunities, today than perhaps ever before in its history. Fine as its progress has been, great as are the results that have been obtained, today the larger and more significant problems of the great mass of rural people challenge extension work and every other agency engaged in agricultural education.

Three Major Responsibilities

You recall the talk which Under Secretary M. L. Wilson made to this organization in Washington 2 years ago. He said then that the county extension agent has three major responsibilities, viz. :

Extending information on problems of agricultural production.

Quasi administration work, and also educational work involving the operation of the great national programs for agriculture.

Planning to meet the larger problems that involve adjustment to changing economic and social conditions.

We in Extension shall always need to serve in giving information on problems of production. But the county agent today knows that he cannot stop there. He knows that it is time to shift from this field to the larger fields of helping farm people with more difficult problems of adjustment.

What do we mean by bigger problems? What does coordination imply? What does land use imply? What are land use problems? What do we mean by social implications of land use?

Coordination Through Fact Finding and Planning

In this connection, M. L. Wilson also said recently—

The Department of Agriculture has found that true coordination begins deep down in the fact-finding and planning processes. Coordination is not something that can be successfully imposed after programs are planned and operating. Only by unifying the fact-finding and planning processes can we guarantee that all parts of the total program will fit together to form a well-rounded whole.

Unfortunately, to many of us in extension work, land use connotes only agronomic conditions. Reference to the work outline that is being used nationally in developing land use planning brings out the following groupings of the larger land use problems.

1. Conditions of land use that cause loss of land and water resources.
2. Situations where persons dependent on the land are receiving inadequate incomes to maintain desirable living standards.
3. Injury to health and property values created by land use practices in other areas or even other counties.
4. Conditions of land use that are creating hazardous, dangerous, or unhealthful conditions of land occupancy, even though these conditions are created in some other county or state.
5. Conditions causing decadence of desirable community institutions.
6. Conditions of land use that cause inefficient or wasteful use of public funds.
7. Other situations under which the land is not used efficiently.

Our concern then is to study the social and economic status of rural people in terms of the land they occupy and to know land classes and their ability to maintain a desirable rural life.

Land Use Planning Aids Correlation of Effort

Land use planning is now being launched on an intensive scale in every state. In this great work the farm leaders locally, working with technicians, representatives of the extension service, and the so-called action programs, map the different local land types, classify these types, study and locate the various types of farming, and agree upon recommendations for the best use of the land as well as readjustments in the type of farming. Four general classes of land use and recommendations are involved, viz.:

1. Land now in agriculture but that should not remain in agriculture, because of its inability to maintain a decent standard of farm living.
2. Land not now in agriculture and that should not be developed for farming, because of its inability to maintain desirable economic and social conditions.
3. Land not in agriculture, but that may be developed.
4. Land that is now and should continue to remain in farms, but may require adjustments in types of farming.

In this land use study we are concerned with two major objectives as developed at the historic Mount Weather conference last summer: (1) An immediate objective, using land use planning to bring about a correlation and localization of the national programs for agriculture, county by county; and (2) a long-time objective that must consider all the principal factors involved in land adjustments, social and economic.

Extension Job to Furnish Information

My friend R. E. Bodley, county agent leader in Montana, has sized up the need and the guiding principles as follows:

If the extension of tomorrow is to justify the position of a clearing house for all agricultural activities within the county, it must meet the challenge; it must, in addition to a trained and efficient leadership, furnish definite, specific, basic information and facts upon which all agencies, federal and state, may act. These agencies justly claim the right, through legislative enactment, to enter the field of agricultural development and progress. They will continue to work through the county extension office and the county agricultural planning committee only if and when these agencies can and do function intelligently and effectively.

From the start, the county agent must be in the picture. More than that, he must assume responsibility in the county for carrying the study and planning successfully. He is thinking more and more of the major problems. He is seeing these in terms of land use and of what has happened and is happening to the rural, social, and economic structure of his county. He is interesting leaders and training them to study these things, to get a thorough understanding of the land use situations, and to play the big part they should play in developing recommendations—recommendations based not on opinions but grounded on the result of first-hand study of land and agriculture, county, community, and public institutions, farm incomes, social situations, and of what has happened and is happening to these. As a result, this land use planning project will go ahead as it should. Then will come this much-needed coordination we are talking about. Then will come programs for extension that strike at more significant problems. Then will come a richer, fuller life for many farm families. Then will come greater satisfaction to county agent, specialists, and local leaders.

RESEARCH AFFECTING EXTENSION PROCEDURE

MINNIE PRICE

State Home Demonstration Leader, Ohio State Extension Service

Part of an address given at the 1937 Annual Convention of the American Home Economics Association, Kansas City, Missouri. It comments on the fact that extension cannot always wait for research finding but proceeds on available knowledge and experience. On the other hand extension can go forward with more confidence and more convincingly and effectively if it has research findings and backing. A few of the research needs for home demonstration work are mentioned.

THERE ARE FIVE LINES OF RESEARCH needed, each of which would affect extension procedure. These are (1) the philosophy of the movement; (2) the status of those people for whom extension work is provided; (3) the content of the program; (4) methods of planning, teaching, and evaluation of results; and (5) administration and supervision.

Research along any of these lines would affect procedure in a variety of ways. An understanding of the philosophy of rural adult education would affect content of program and method. An understanding of the facts regarding the interests and needs of the people dealt with would affect program plans and methods of teaching. Better methods arrived at through research would affect the content of the program, and so on. These topics are not listed as divergent fields in which research is needed but so that weak places in our extension procedure may be noted.

Program Planning

Democracy in educational procedure is much in the foreground of conversation, but is it in the foreground of action? What constitutes democracy in home economics extension? We might consider the question of program planning as an example. Does democracy in procedure occur, as we try to make ourselves think it does, when 100 women out of a count of 1,500 rural homemakers make decisions for the other 1,400? We need research or study leading to the development of a method of planning programs that will enable more and more people to participate in planning without having the machinery become so cumbersome that the county home demonstration agent can do nothing but oil the machinery.

Our philosophy of education affects our teaching methods also. Students graduating from college and going into extension work have practically no concept of desirable procedure in extension teaching. Ten years ago we deplored the method of handing out information in spoonfuls, yet that method has continued in use in varying degrees to this day. This is partly because many adults want a rule of thumb handed out. With what subject matter and by what methods should we try to lead a homemaker through her own thinking process to her own answer? Where is there research under way to guide us?

Status of People and the Conditions They Face

Rural sociologists have provided us with valuable material concerning the status of various groups of people in the rural area. This has included information on population trends, standards of living of various income groups, rural social trends, and others. All this has affected extension procedure to some degree. We need to know what are the factors causing two families of similar income and environment to develop and maintain widely different standards in health, education, social responsibility, smoothness in management of the machinery of living, joyful living. Healthy human beings, socially responsible human beings, those who get joy out of everyday life—these are the end products toward which we are working. We have not yet become familiar enough with the essential factors involved in producing the end product for us to be able to speak with persuasion in our effort to lead rural adults to see guiding principles in their plan of life.

Program Content

What of the third item listed, the need of research in relation to program content—the curriculum. Valuable material on nutrition, and more recently on textiles, has been utilized in extension teaching. If we have need of proof of value in research as it affects extension procedure, no better example could be cited than that of research in nutrition. It is no haphazard coincidence that the nutrition program in extension is the most popular with women, that it has brought results in “changed food habits,” and that it is at the same time the program with the longest record of research and perhaps with the broadest foundation of factual information. To what degree research in nu-

trition can and will affect our whole agricultural production program we cannot say.

What are some of the other questions with which research is needed and which would affect procedure in extension through providing program content?

1. Housing

This past year a study was conducted by the American Home Economics Association in an endeavor to see how the extension housing program could contribute to the social needs of rural folk.

What social needs do rural families have in various areas and under different conditions, and in what ways does housing interfere with the attainment of needs? This question sounds simple, but can any extension staff member trained in our colleges and universities answer it? We need to arrive at a standard of housing revealing minimum, adequate, and superior requirements, such as we have arrived at through research in nutrition, a standard that would contribute to the desired end product—healthy human beings, socially responsible human beings, human beings who will both gain and give joy in living. Charts or guides on housing could help us know more clearly what contributes to health, what provides for education, what for joy or comfort or satisfaction, and so on. It seems a difficult problem to attack, but the research staff in nutrition had an equally hard task and has made great progress with it.

There are many small units in this with which we need help. In lighting, for example, the investigation already done has stressed comfort and eyestrain. What of the actual effect of lighting on health and eyesight? In this same field of housing, what of the actual effect of color on dispositions and personalities? We need more factual data concerning planning, construction, financing, managing, and furnishing the rural home. We need more information as stated earlier regarding those factors beyond the physical properties of the house itself that influence the lives of people in homes.

2. Child Development

To cite one example from the field of child development, the training of children in the use of money is something that devolves pretty largely upon parents. We sorely need information based on research as to the methods by which this can be done, particularly in rural homes where money is available at intervals rather than by the month.

Certain facts are measurable, and studies are needed whereby results achieved by various methods can be measured—a long-drawn-out procedure. Outcomes will not be obvious until the children dealt with have grown to maturity. How many different children will need to be dealt with, and by how many different methods, to arrive at any conclusions? That is for the research staff to decide. But the outcome will affect teaching procedure and program content in extension.

3. Personality Development

Subjects dealing with intangible factors are often handled both superficially and with uncontrolled emotion. Somehow extension home economists are being called upon to labor along with others in this educational program of personality development. Do we know the outcomes of the teaching dealing with this phase of education as now done in various ways? Facts to teach and the method by which taught are important here. It affects hundreds of boys and girls in 4-H Club work as well as adults.

Methods in Extension Teaching

What of our methods? In formal classrooms research has improved teaching procedure, without question. In extension teaching, to do the same thing we need research in methods used. To what extent can we depend upon a busy tired homemaker to learn through reading, through hearing, through participation in a discussion? Under what conditions can we expect a homemaker to change habits or attitudes of long standing? Should we employ the same methods used in the college classroom with a group of homemakers? Who knows?

What have we actually achieved through extension? Research along lines of evaluating results would probably change many procedures. Our present method of reporting results in terms of numbers of people, numbers of dresses made, etc., places the emphasis in the wrong place. Yet we do it because we have not developed a technique for evaluating changes in the individual. And the lack of research in this field means that programs will continue to stress the thing called for in report blanks; that canning will be featured with products that might more satisfactorily be stored—featured because it is easier to count cans than to evaluate improved health through better planned meals, or to evaluate improved technique on the part of the homemaker in dealing with members of the family.

What is the effect upon the ease with which the homemaker learns, when classes are held at varying intervals? In many cases in extension, lessons are a month apart. Is this good or bad? What would happen with college classes if that method were followed? How does the size of the group affect ease in learning? What does acquaintance between members of the group do in facilitating or retarding learning? To what extent or under what conditions do adults grasp "principles" and apply them? We assume in extension that they do grasp and apply principles. We need more investigation or research to substantiate or to negate that assumption.

Training and Supervision

Research is needed to guide in planning the "teaching load" for staff members under varying conditions. An overload might mean a physical breakdown and a disrupted program. How best to give training to prospective staff members and training and supervision to present staff members is another problem. Research in these fields would affect procedures not only in extension but also in resident teaching.

There has been no attempt to cover all the extension fields in which research is needed. Education for homemaking, with which we are all concerned, is even yet a comparatively young movement. Through this extension movement thousands of women and girls are dealt with in every state every year. The numbers are increasing. From these same homes reached by extension staff members come the students to the colleges and universities. From the colleges and universities these students go out again to become homemakers, teachers, and extension staff members. "The water can rise no higher than its source." Somewhere in this circle from homes to colleges and back to homes must be inserted the lever by which the level may be raised. As we see it, this will come through the contribution of research to enrich both resident and extension teaching. Such research must help us better to formulate our philosophy of extension; must help us to know more of the status of those people who are our students; must provide program content covering a much wider range of topics than we have thus far stressed; must give attention to methods of planning, teaching, and evaluating results; and last, but not least in importance, such research must give attention to questions of administration and supervision,

EFFECTIVENESS OF HOME DEMONSTRATION PROGRAMS IN REACHING RURAL PEOPLE AND MEETING THEIR NEEDS

GLADYS GALLUP

*Assistant Chief, Division of Field Studies and Training,
United States Department of Agriculture*

A study of home demonstration work, taken from mimeograph 1322-44, covering the period 1936-40.

STUDIES HAVE BEEN MADE in an attempt to determine how effectively the home demonstration extension program is (1) reaching rural people and (2) meeting their needs. They center about five questions:

1. What is the relative proportion of rural homemakers who are and who are not participating in the home demonstration program?
2. How do participating homemakers differ from those with whom the program has no direct contact?
3. What are the reasons for nonparticipation of homemakers?
4. What is the relative effectiveness of each of the various methods used in the home demonstration program for reaching rural families?
5. What are the needs of rural people? How effectively is the home demonstration program meeting these needs?

Data for these studies were derived from home-to-home surveys in 18 representative communities in the four extension regions of the United States.

Participation of Homemakers

Fifty-five percent of the homemakers surveyed were participating or had previously participated in extension work. In comparison with nonparticipants, participants in general had better incomes; possessed more magazines, radios, telephones, and automobiles; and lived along better roads. They were more likely to own their homes and to be able to drive automobiles. They had had more formal education. Nevertheless, participants came from lower, as well as upper, income levels—more than half had less than \$500 a year for family living. The chief factors influencing participation were found to be (1) the education of the homemaker and (2) her ability to attend meetings.

Of the homes visited, 60 percent reported changing some home-making practices because of extension influence. Nearly half these changes were related to food and nutrition.

Reasons for Nonparticipation of Homemakers

The studies in each of the four regions showed fundamentally the same reasons for nonparticipation. The reasons most frequently given were—

Lack of transportation.

Poor health of the homemaker.

Unfamiliarity with extension activities.

Lack of interest in group meetings or organizations of any kind.

Lack of someone to care for small children.

Lack of contact with extension club or group.

Of these reasons, only the condition of poor health admits of no practical remedy.

Contact With Extension Activities as Related to Changing of Practices

Seventy-nine percent of all the homemakers interviewed had in some way been exposed to extension information. It appears that the degree to which rural people are so exposed largely determines their acceptance of recommended practices.

The ratio of "takes" to "exposures" was high for method demonstration meetings, bulletins, indirect influence, adult and junior result demonstrations, leader-training meetings, general meetings, home visits, and circular letters.

It appears that the extension methods used are just as effective with homemakers of lower income and less education as with those of higher income and better education; and that neither income nor the extent of formal schooling need be barriers to the adoption of practices.

Teaching methods used in home demonstration work failed, however, to enlist the participation of 45 percent of the rural homemakers interviewed, though it undoubtedly brought information of value to some of them. It is possible these homemakers failed to participate because the program was not primarily concerned with the needs they were constantly forced to meet.

Needs of Rural Families

The greatest needs of rural families are larger incomes; better management of time, resources, and money; improvement in health and housing; and enriched community life. Needs less fully realized

include greater opportunity for youth, more effective education, and more wholesome recreation.

Although the objectives of the home demonstration work are broad enough to meet these needs, outcomes reveal a pattern of emphasis frequently at variance with the pattern of needs. Improvements in food preparation, home furnishings, and clothing tend to be stressed, while problems involving health, education, community and family life, and recreation often receive little attention. The full potentialities of cooperation with other community agencies, such as rural health and welfare services, the rural church, and the rural school, are far from realization.

Some Recommendations

These studies have revealed the many and worth-while achievements of a great educational organization serving the rural families of the nation. But, how to discover ways and means of improving the program, and of strengthening the weaknesses as revealed, is our chief interest. If the program is more nearly to meet the needs of rural people, a larger proportion of them should be reached. It is therefore recommended—

1. That the broad general objectives of the home demonstration program be broken down in each state into definite objectives, based on the needs of rural people, and be given in terms of operations or functions that would point the way to specific action.
2. That more emphasis be given in each state to the study and analysis of state, county, and community situations and needs, and to working out realistic long-time home and community programs to meet them.
3. That a broad program be developed for evaluating the effectiveness of the home demonstration program in meeting state and local needs.
4. That the local program be planned to meet the needs of the entire community—of nonparticipants as well as participants.
5. That every piece of work be planned with respect to its use in and by the family group, and emphasize family life as a unit.
6. That the simple, elementary subjects—food preparation and preservation, house furnishings, and clothing—that up to now have received greatest emphasis in home demonstration programs be related to a greater extent to the broader subjects of health, family welfare, and community life; and that they be taught in the light of definite goals—more emphasis needs to be placed on correlating small projects with larger problems and objectives.
7. That more emphasis be given to such needs as helping farm families on major housing problems, health, family life problems, community problems, and recreation.

8. That closer cooperation be attained between home demonstration programs and those of other community agencies, such as rural health and welfare, rural churches, rural libraries, and rural schools.

Suggestions for Reaching Rural People

To facilitate reaching rural homemakers, it is recommended—

1. That groups be organized on a neighborhood basis so that attendance at meetings may be made easier.
2. That more local leaders be used; that they be given opportunity to plan their own rural programs, based on felt needs; and that they be more adequately trained in discussion, subject matter, organization procedures, and presentation of materials.
3. That teaching methods be adapted to reach the less well educated homemakers; that each program be related to major needs.
4. That increased emphasis be given to the discussion of issues and rural community problems with key leaders in the community.
5. That more emphasis be placed on the newer tools of education, such as radio, slides, film strips, movies, and simplified leaflets.

Training of Agents

One of the reasons that relatively little attention is paid at present to the vital human relationship problems of rural people is that there is a lack of knowledge of these subjects on part of the home demonstration agents. To enrich the home demonstration program to the point where it will meet the needs of the rural people it is recommended—

1. That home demonstration agents, in addition to being trained in the traditional phases of home economics, be further trained in child development and family relationships, and in psychology, economics, education, and sociology.
2. That the number of home demonstration agents be tripled, so there may be sufficient county personnel to reach all rural homemakers (at present each agent works with an average of 900 rural families).
3. That the number of supervisors of home demonstration work be greatly increased, so that agents may be more adequately supervised.

UNDERGRADUATE TRAINING FOR EXTENSION WORKERS

W. W. CLARK

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Part of a paper given at the Land Grant College Meeting, 1940, in a discussion on the training of extension personnel, one of the puzzling problems confronting land grant colleges. Thus far, there is a shortage of extension workers. Yet the demand for information on the part of farmers advances apace.

SINCE MOST OF US ENGAGED IN THIS CONFERENCE have had occasion to give consideration to at least some phases of undergraduate training for extension workers, are familiar with some of the problems involved, and have some definite ideas on it, I assume that I am expected to initiate discussion on the subject rather than attempt to be a final authority. I further assume that all here are familiar with the nature of the undergraduate training of extension workers in their own states and with some of the studies made of the general situation.

Outline for Training in Extension Work

Training for extension workers may be said to include, in order of logical priority, the following classifications.

1. A general knowledge of the natural sciences.
2. An introduction to most of the fields of subject matter in agriculture and home economics, with more extensive knowledge in some.
3. An approach to economics and sociology.
4. Some experience in writing and public speaking.
5. Acquaintance with English, history, and some of the cultural arts.
6. Knowledge of the history, philosophy, psychology, and procedures of adult education.
7. Knowledge and experience in the application of these to extension organization and methods.

If this outline of desirable preparation for extension work be accepted, our problem becomes one of determining how much of this training should be provided to undergraduate students.

The public expects primarily that the extension worker shall have training in technical subject matter. Since county extension agents must deal with a wide variety of problems, it follows that they need at least a working familiarity with the subject matter of nearly all the departments in our colleges of agriculture and home economics.

The first five categories of training can be obtained at any land grant college without setting up new courses. Where, then, is the problem of undergraduate preparation for extension work? As I see it, this problem has two phases:

1. Is it feasible or desirable to set up a special undergraduate course for prospective extension workers?

2. If so should such a curriculum include courses in the philosophy, history, organization, and practice or art of extension work?

The answer to the first question will vary between states and institutions. In Wisconsin, we have not felt it to be desirable to set up a special undergraduate course of study for prospective extension workers. We reasoned as follows:

1. We are able to employ in the extension service very few people directly following graduation. There is little incentive for students to follow a course of study for a field in which there is little prospect of a job upon graduation.

2. The course of study for teachers of agriculture and home economics provides a rather broad range of subject matter. Preparation for teaching may include some information about extension work or courses in extension methods. Thus those who have prepared to teach have a fairly good preparation for extension work.

3. Success in extension work depends not only upon college training but upon personality, aptitudes, and inclinations, and other experiences and backgrounds. Persons lacking some of these essential qualifications should not be encouraged to take a college course in preparation for extension.

It is conceivable that in some states the situations may make it possible to provide extension jobs for a reasonable number of new graduates. This brings us to the second phase of our problem: What should this curriculum include?

To answer this I am forced to present my present philosophy on training people for extension work. Briefly, I should recommend that anyone interested in becoming an extension worker should, in his or her undergraduate days, acquire as far as possible the first five items in our list of training requirements. Four years is little enough for this.

Training in Service

During and after this period of initiation into the actual practice of extension work, we can carry on the training in service, and grad-

uate study of the last two categories in extension training. The problem of professional training for extension workers under this kind of program becomes thus not one of undergraduate curriculums but of postgraduate training. By this reasoning I have eliminated it from this discussion.

I cannot escape the conviction that training in the art of extension teaching is many times more effective when the trainees have had enough experience to understand the situations and problems referred to. Without such experience, discussion often consists of words without meaning.

Many educators and students agree that vocational training on the job, or between intervals on the job, provides the optimum situation for learning. Should we not recognize this principle and make use of it in planning our training program for extension workers? It may emphasize this point to refer to the satisfactory experience of many extension administrators in selecting and training new people as assistant agents before giving them greater responsibility.

To Sum Up

1. Undergraduate training for extension work should consist of instruction in as many fields of subject matter as possible, with only a small degree of specialization.

2. Curriculums for prospective vocational teachers also require broad knowledge of subject matter rather than specializing in a single field. For this reason it may be generally most feasible to advise students interested in extension work to major in education, electing special informative courses in extension, if available.

3. Special training in the art and philosophy of extension education may best be provided in service or after service, either as in-service training or graduate study. One suggestion worthy of consideration is that preparation for extension might well consist of 4 years of general undergraduate work and an added year of combined practice and instruction in extension methods, providing in effect a 5-year course.

4. Training for specialized fields in the extension service may well occur after general extension experience and would include either subject matter, or methods, or both, depending on the requirements of the position.

SITUATIONS AND PROBLEMS OF OLDER RURAL YOUTH**CARL C. TAYLOR***Head, Division of Farm Population and Rural Life, Bureau of Agricultural Economics, United States Department of Agriculture*

A thought-provoking discussion at the Land Grant College Meeting, 1940, concerning the problem of educating and training rural youth, more than half of whom will be in towns and cities. This is indeed a problem in education for future occupations that remains unsolved.

YOUTH IS THE MOST IMPORTANT ISSUE in American agriculture from almost every angle. First, because our youth are the greatest concern of farmers and their wives; second, because there are so many of them; and third, because we don't know what to do about them or for them. We are worried about agricultural surpluses, but our greatest surplus is rural youth.

A parent's love for his or her son or daughter is a sentiment, but this sentiment is an important and influential fact. It is not a fact that results from something else, as soil erosion or crop surpluses do. It is the most basic fact of human existence.

The first basic fact we must recognize in an attempt to think through programs of action for farm youth is that the problems of those now living on farms and who will later leave their farm homes to spend the remainder of their lives in towns and cities, working in occupations other than agriculture, are just as important to their parents and to our society as are the problems of those who will remain in agriculture.

There are approximately 7 million boys and girls between the ages of 15 and 25 on American farms today. About 80 percent of the boys and 62 percent of the girls were in their parents' homes in 1935.

During the next 20 years, that is, between 1940 and 1960, 6 million boys now living on American farms will reach 20 years of age. If agricultural opportunities remain about as they are now, 45 percent, or 2,700,000 will remain in agriculture, and the 3,300,000 will leave the farm. These numbers must be doubled if farm girls as well as boys are considered.

We have for 23 years had a nation-wide vocational education program to train farm boys and girls for successful farming and home-making. A number of states had such a program before the Smith-

Hughes Law was passed. A number of cities have technical high schools, and both rural and urban schools have developed manual training, or shop, courses. We are just now, however, going to spend \$10,000,000 in an attempt to train thousands of persons to fill the demand for skilled workmen for the defense industries. Our vocational education program has not only been inadequate from the standpoint of our youth but also from the standpoint of our industries. This fact seems to me to furnish sufficient suggestion for what I am going to say about training farm boys for non-farm occupations.

***Vocational Training in Trades and Industries
Should Be Provided for Rural Boys***

Training for trades and industries should be furnished in both rural and urban centers. The rural high schools should offer such training because they are schools located in the communities where rural youth live and are the schools supported by the taxes that the parents of rural youths pay to train their sons and daughters. Something like half the vocational education program in rural high schools should be given over to training for occupations other than farming.

The program should be in consolidated rural schools and in small town high schools. Small cities located at places where each school center could serve a total urban-rural population of something like 50,000 should have technical schools providing definite training for the skilled and the semiskilled professions. Training in these schools should be not only at the high school level but also below that level. In such schools, tuition should be free for farm youth as well as city youth.

Inequality of educational opportunities for different areas of the nation has a definite bearing on the problem of training youth for urban as well as rural occupations. In orientation to this problem, these inequalities are (1) that the rural areas of the nation have more than their share of the school funds; (2) the poorest rural areas in terms of tax bases have more children than the richer areas; (3) these poorer areas furnish more migrants to towns and cities than any other areas of the nation; and (4) as a result, migrants to towns and cities are drawn heavily from the very areas that, because of lack of school funds, haven't trained them for economic success in urban occupations and city life.

Providing Additional Opportunities for Youth on American Farms

The first and most fundamental problem within agriculture itself is how to create more constructive and creative opportunities for youth on American farms. This will be no easy task. It will undoubtedly require two things: (1) More farms per productive acres; and (2) the development of a standard of living different from what is now our aspiration in the better farming areas of the nation. I do not say a lower, but a different, standard of living.

There are some things that can be done; I would list them as follows: (1) Continued and expanded assistance toward farm ownership to those farm youth seeking to enter agriculture; (2) assistance to young farm couples to relocate from areas of low economic opportunity to newly developing areas, such as the Grand Coulee reclamation area in the Columbia Basin; (3) homestead tax exemptions; (4) the development of numerous small-scale neighborhood co-operatives through which the utilization of mechanization and mass merchandising can be brought to individual small-farm operators; (5) the development and encouragement of the decentralization of a great many industries, in order that part-time farming, which is already prevalent but often uneconomical, may be made an acceptable outlook for thousands of farm families.

The second suggestion I have to make by way of a program or programs for helping to solve the problem of those youth who want to remain in agriculture is very difficult, and in fact treacherous, to deal with because it sounds as if I am arguing for a lowering of the level of farm family living. That I am not doing any such thing can be made clear only by a discussion of the difference between a level of living and a standard of living. A standard of living consists of the things that people want, the things they want to do, and the things they enjoy having and doing. With the exception, therefore, of those things necessary to health and decency, a level of living for any group of people should always be measured in terms of its standard of living. When I said, therefore, that we need the development of a different standard of living, I was not advocating that farm people lower their standard.

Maximum Production for Home Use

The first step among alternative possibilities is the development of programs everywhere in American farming for the maximum pro-

duction for home use. This does not mean that we should destine great segments of the farm population to mere subsistence farming. It means that hundreds of thousands of farm families could raise their level of living by producing more of the products they need for consumption, that they would thereby be able to use their income from commercial farming to purchase other elements in their level of living.

Development of Rural Culture

Primary elements in remaking rural culture or in creating different standards of living are the cultural elements—education, recreation, religion, and participation in creative social contacts. These are the very elements that are sacrificed first in a commercialized agriculture when it does not yield profits adequate for purchasing them. It is fortunate that they are things that can be created by the people themselves and need not be purchased. In the creating of them, in the desire for them, and in the process of obtaining them inhere the techniques by which we can remake our standards of living.

The task of those who would recover the creative values and zestful participation in rural life is to discover and promote ways of building folk culture back into it, not wholly on partially collapsed foundations but on the basis of both old and new foundations.

Let farmers produce for the market, but teach them and their families to produce also for home consumption. Include in their home production objects of art and beauty in the making of which they can become just as adept and can have just as much creative experience and zest as anyone else. Help them utilize leisure by reading good books, singing great oratorios, acting, and even writing dramas, and in all other kinds of recreation. Help them know that personal, human association with family, friends, and neighbors is to be cherished.

If I were to attempt to state in a very few sentences the essence of everything I have tried to say here, it would be that not more than half the youth now living on American farms will find promising opportunity in agriculture during the next 20 years; that they must have industrial training if they are to prepare themselves for jobs off the farm; that non-farm people and non-farm enterprises must help support such training; and that within agriculture itself, more attention must be given to all those types of nonprofit activities that will enhance the standard of living of farm people and thus create more favorable opportunities for those youth who desire to farm and who should be permitted to do so.

OUR JOB AS EXTENSION WORKERS

REUBEN BRIGHAM

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WE ARE ALL ONE UNIT IN EXTENSION WORK and in the broader field of service to the farm and farm home. We cannot, nay, must not, separate from each other into groups at cross purposes. County agricultural agents, home demonstration agents, 4-H Club workers, Negro extension workers, specialists, economists, and supervisors should be and are one in purpose and action—a closely knitted, interdependent service to farm people, old and young, white and colored, rich and poor.

What Is Our Ultimate Objective?

No one has ever given us a clearer or more commanding conception of our ultimate objective than did Seaman A. Knapp when he said—

Your mission is to solve the problems of poverty, to increase the measure of happiness, to add to universal love of country the universal knowledge of comfort, to harness the forces of all learning, and to be useful and needful in human society. The farm must be made a place of beauty, so attractive that every passing stranger inquires, "Who lives in that lovely home?"

Some Guiding Principles

As we study and outline the problems facing the farm people we serve, some of the ways planning and action are being focused on these problems, and the role of the Extension Service in the broad effort being made to solve them, we need to keep the following guiding principles in mind:

1. Encourage the individual farmer, farm woman, or farm boy or girl to do all he can as an individual to accomplish an improvement in his situation and in his methods of work. Here has been our emphasis since the first beginnings of extension work, and we should by all means continue to encourage individual thinking, planning, and demonstration. It is the life of extension work and it is the hope of our farm people, of our nation, and of the democratic process.

2. Encourage voluntary cooperation between farm neighbors, whether of the community or the county. Again, I feel that we should urge the greatest possible cooperation, initiative, and independent action on the part of local groups of farmers, farm women, and farm boys and girls. Second only to the stimulation of individual thought

and self-confidence is the inculcation of a cooperative spirit and the ability to engage in cooperative effort.

3. Encourage farm people to cooperate with each other and with their state and federal governments on a state and national basis. This is the newer phase of extension work and one that represents a challenge as difficult to us as either of the foregoing. Nevertheless, I see this responsibility as one that is distinctly up to us to meet. If progress is to be made in the improvement of farm living conditions and in our whole national economic and social structure, it is imperative that our farmers, our farm women, and our farm boys and girls understand and feel that something can and should be done in regard to state, national, and international situations, now and in the future.

MORE SCIENCE, LESS GUESSWORK IN EXTENSION

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From a lecture given at the 1941 Colorado Extension Summer School, emphasizing the importance of research and study in extension methods and administration and calling attention to and listing important studies of extension that have been made. The "live" government agency is defined as one that is constantly studying its administrative organization and procedures as the basis for improvement. How well does the cooperative extension service qualify as a "live agency?"

IN THE EARLY DAYS OF EXTENSION there was little to go on. Agents were put into counties with little more advice and guidance than "Make a job for yourself." Extension leaders were lacking in field experience. Those pioneering years have passed. Extension has grown up. "The cooperative extension service of the United States has now become the largest enterprise of adult education in the world," is the statement of E. deS. Brunner, of the Columbia University.

It is the job of the extension service to carry to the farms and rural homes of America information regarding the findings of the state and federal research agencies established to deal with specific rural problems. It is also the duty of extension workers to assist farm

men and women to make practical application of all such information to particular farm and home situations.

Philosophy of Evaluation

The case for extension research rests upon three major assumptions:

1. That extension is education. That learning by farm men, women, boys, and girls is expected to take place through the learning experiences provided by extension.

2. That learning consists of changes in behavior, i.e., changes in attitudes, in knowledge, in skills.

3. That studies of educational values of extension are concerned with the getting of evidence of the degree to which the educational objectives or values are being attained.

The two big problems confronted in extension research are:

1. The classification of objectives. Broad general objectives must be broken down into specific working objectives. Evaluation, to have meaning, must be in terms of specific outcomes flowing from the teaching effort.

2. The devising of methods of collecting and recording evidence of growth in educational objectives. The development of practical, but at the same time, objective, valid, and reliable methods of evaluation is one of the most difficult problems confronting extension research workers.

In adult extension work, however, this problem is much simpler than in general education. Farm men and women are in actual life situations where they may quickly apply that which is learned.

Extension workers have been wont to excuse their lack of adequate attention to evaluating the results of their teaching efforts with the statement that the effects of education are intangible and, therefore, not susceptible to measurement. Such a point of view is, of course, untenable to the scientist who holds "that anything that exists has quantity and if it has quantity it can be measured."

Evolution of Extension Research

The first research in the field of extension education was conducted by C. B. Smith and H. K. Atwood in 1912. The results of interviews with 3,698 farmers in four sections of the country were published in Bureau of Plant Industry Circular 117, the Relations of Agricultural Agencies to Farm Practices.

Since 1923, a unit of the federal Extension Service has been charged with responsibility for building up a body of scientific information relating to the conduct of extension in the field.

The volume of extension research is increasing rapidly. Nearly the full time of one person is now required to digest, index, and catalog the reports of extension studies reaching the federal office.

The employment by the state extension services of one or more staff members each, to devote full time to extension research, is highly desirable. The functions of such a state research worker are threefold:

1. To conduct studies on his own responsibility or at the request of the state director.
2. To cooperate with state and county staff members in studying problems with which they are confronted.
3. To cooperate with the federal Extension Service in studies of national or regional importance.

Other things being equal, it would seem preferable to select as the leader of extension research in the state a person with a good background of successful extension teaching.

Who Should Conduct Extension Research?

The question is frequently raised as to just who should conduct extension research. There would seem to be five rather distinct plans, all of which may well be employed in introducing more science into extension teaching.

1. The experiment station may well conduct studies contributing to a better understanding of rural people and their reactions as individuals and as groups. Personnel of the departments of education and rural sociology should supervise such studies.
2. Graduate students should be encouraged to undertake research problems in extension for their advanced degree theses.
3. Extension workers on sabbatic leave—with some 27 states now granting sabbatic leave to extension workers, excellent opportunity is afforded capable agents to undertake studies that not only will be of value in improving the work in the county but also will contribute to the advancement of the whole extension profession.
4. Special state and federal extension research personnel have the responsibility not only of conducting studies, but of perfecting research techniques and coordinating studies so that each may benefit from the findings of others.

5. The greatest advancement in replacing guesswork and opinion with scientific data will come when the rank and file of federal, state, and county workers become possessed with the determination to base decision and action on facts.

Extension workers should not overlook any research in the fields of general education, psychology, and advertising that may have practical application to extension teaching.

Summary

While much has been and is being done to provide a scientific basis for extension action, only the surface is being scratched. The curtain has been pulled aside a bit, only to reveal the possibilities of all kinds of studies of all kinds of extension problems.

In a syndicated article carried in one of the Washington, D. C., papers a few years back, Glenn Frank, then president of the University of Wisconsin, discussed the question of the realistic or factual approach in a manner that makes the procedure easy to remember. Giving credit to Father Fox, president of Marquette University, for the clever alliterations employed, President Frank points out that in addition to (1) finding the facts, four additional steps are necessary—(2) filter the facts, (3) focus the facts, (4) face the facts, (5) follow the facts.

It is not sufficient merely to locate the facts. They must be sorted in order to eliminate bias, prejudice, half-facts, untruths, etc. Once the real facts have been filtered out of the other material with which associated, it becomes necessary to array them in logical order, in order to understand their bearing upon the particular point in question, i.e., focus the facts. After the facts have been carefully analyzed and interpreted, the quicker one faces the true situation the better. Even if the facts are distasteful and contrary to previous thinking it is foolish to ignore them, for if true facts, they will be persistent in their demands for consideration. The earlier that reality is faced, the more rapid will be the progress in improving the condition or situation.

In closing I would leave with you the following quotation from an address by Owen D. Young at the dedication of a new building at John Hopkins' a few years ago.

Facts can be applied in any field. Our curse is ignorance. Facts are our scarcest raw material. This is shown by the economy with which we use them. One has to dig deep for them because they are as difficult to get as they are precious to have.

SATISFACTIONS AND ANNOYANCES

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Excerpts from an article published in the National County Agents Magazine, June 1947, giving some good advice on fundamental principles in extension teaching and their practical application.

SATISFACTIONS RESULT PRINCIPALLY from four major causes: (1) Economical saving of money, time, and energy; (2) self-preservation—health, accident-prevention, food, clothing, shelter, and temperature; (3) imitation—following the example set by those worthy of being imitated; (4) helping others. Whatever any teacher or leader does to appeal to an individual or group of individuals to attain satisfaction through any one of these causes or any combination of them, will help the learner to attain satisfaction or an anticipated satisfaction.

Annoyances result principally from four major causes: (1) Fixing new habits of thought or action; (2) breaking old habits of thought or action; (3) prejudices and jealousies; (4) fears.

Some advertisements, especially by radio and magazines, show the handiwork of an informed psychologist; he knows human impulses and instincts. Does he play upon them? Yes, and he is well paid for it.

Teaching Persons

It must be stated once more that we are teaching persons as well as subjects. Of the two, persons probably require the greater knowledge and skill on the part of the teacher. He must keep in mind the five impulses—group loving, sympathy or understanding, imitation, egoism, and altruism.

Whether working with an individual or a group, giving approval to the saving of time, energy, or money, or all of them, gives satisfaction; the withholding of warranted approval produces annoyances; it shows lack of understanding; it does not appeal to the ego as does approval or recognition. What forms of approval or recognition produce satisfactions? A casual or incidental word as to what has been observed in the community or on a particular farm or in a home is good, provided what is approved is attainable by most people of similar circumstances.

Give Opportunity for Extension Cooperators

Invitations to appear before a "mike" to relate an accomplishment in energy saving, food habits, or accident prevention give satisfactions. First appearances and preparation may produce annoyances, but the anticipated satisfaction overrides the temporary inferiority. Give them an opportunity to tell.

More photographs of things being done than of groups satisfy the ego. The participant (or participants) in the practice is indelibly recorded for any future reference. He is committed to it, also.

The local news writer may be assisted in telling the story of accomplishment of a farmer in the raising of a variety of wheat or cotton; or the successful raising of a flock of chickens and sale of poultry products by a 4-H Club girl; the money made by a 4-H Club boy from his garden or herd; or the steps and energy saved by a farmer's wife who adopted labor-saving methods.

Boys and girls who appear before civic clubs and elsewhere are thrilled by the experience of being able to report what their clubs are doing; it satisfies many more when they represent their club associates than when they tell their own personal experiences—I-represent-the-group, I-am-a-participant-in-group projects develop the spirit of altruism. What a desirable satisfaction!

Recognition of Good Work

Exhibits locally or at county and state fairs give satisfactions through recognition. That is worth more than all the premiums in money. The competitive feature might be softened in favor of more adults and youth being represented. More exhibits should be sought by extension agents and friends to swell the number of exhibitors.

Recognition should be given to many acts following a "good neighbor policy." A story is told by the professor of agricultural economics of Purdue University about his discussing a plan whereby a successful farmer in southern Indiana could buy a farm next to him. The farmer refused because he would have to take time from other interests to look after it. His refusal was based on the thought that he would have to give up 21 days' work in a year that he always gave to his community. Some man! Some spirit of altruism! What a satisfaction! A fine example to follow!

So far, attention has been called to a process of conditioning persons' minds for improved and purposeful teaching methods. In addition it may be remarked that annoyances produced by irony, sharp repartee, stinging wit, and satire have little or no place in the field of teaching. Pleasing humor has an important place in creating satisfactions. A shrug of the shoulder to indicate a negative attitude annoys, as does a satirical smile, or an uplifted wing of nose or upper lip. How negative to any teaching process! The face sometimes tells more than words.

Make Materials Easily Available

Now let us consider some of the subject-matter satisfactions and annoyances that are experienced by the learner. Long before being needed, the research and extension specialists have conferred with processor and distributors to provide ample supplies for purchasers. When fertilizers of certain formulas are recommended, the buyer is satisfied because what he desires can be obtained; if not he settles back to his former practices; he begins to set up doubts as to future recommendations because of annoyances.

What has been said about fertilizers can be said about chair recaning, disease-resistant plants, disinfectants, incubator chicks, dairy feeds, insecticides, production credit, and many other things born of run-wild idealism. Only things available should be recommended, thereby developing satisfactions. Certified flocks, growers of hybrid seed corn approved by seed growers' associations, organizations for carrying out plans for artificial insemination, credit organizations, curb markets, cooperatives, refrigeration of various types, all have contributed to satisfactions through increased or more economical production, the saving of energy, improving health, lengthening life, or promoting happiness.

Reaching Subsistence Farmers

One of our important educational problems in extension teaching is to reach into the field of those who operate subsistence or subsubsistence farms, where relative satisfactions may be experienced. To do so requires time and patience on the part of specialists and county extension agents.

To change old habits, our patterns of thought and action must be adjusted. Annoyance should be accentuated enough to blast loose some old practices. But with little or no delay a suggestion or recom-

mentation near enough to the old practice should be offered for consideration as an anticipated satisfaction. A great mistake along this line came to my attention a few years ago. After a house had been lived in by one individual for 45 years, the entire house was modernized within a few months—bath room, electric wiring, new gas stove, new iron, radio, bridge lamps, toaster, and electric lights. Over sold! Fear of electricity was never totally eliminated; the mechanism was too complex for the person; the inventor too far ahead of the operator.

Prejudice and jealousy are very stubborn. Both seek attention or controversy. In 1850 an English author said. "Underdrains remove poisons from the soil and lessen malaria." Not now, "The iron mold-board on a plow poisoned the soil." Not so today. Some still "plant in the moon," but they may come to earth someday where there is more light. The satisfaction comes from believing; the annoyance is in changing the belief.

Fear annoys one who contemplates adopting a new practice; he may think that the group of which he is a part will not accept it. If he can "take it" for a while, he wins; if not, he loses. If he has courage, initiative, and imagination, he may be the beginning of converting a minority into a majority.

Removing Annoyances

Home-mixed fertilizers and home-prepared sprays for the mass of users have fallen into disuse. The chemist and processor take care of the annoyances. The user pays the price and skips the annoyances. So many things that only the imaginative, plucky, and determined could use have been reduced to the "add-water-and-apply" stage.

The annoyance of limited acreage to the use of motor power to greatest efficiency leads to the satisfaction of enlarged farms—far beyond subsistence types and part-time or "rurban" farms. Here the county extension agent picks up new teaching problems with trends toward individual instruction and its attendant annoyances.

Any good book on the principles of advertising supplies more immediate helps in considering the use of annoyances and satisfactions than texts on teaching and psychology. Authors on advertising make use of many examples and illustrations; writers on teaching and human behavior cling too closely to principles, theories, and abstractions without application.

REDEFINING THE EXTENSION JOB AND FIELD OF ACTION

JOHN R. HUTCHESON

Director, Virginia State Extension Service

Part of speech given at the Land Grant College Meeting, 1941, reaffirming the teachings of Dr. Knapp and relating Virginia's experiences in new extension tasks. It particularly points out the importance of planning and cooperation among the various agricultural agencies working with and for farmers.

CONSIDERATION OF THE TOPIC ASSIGNED for discussion indicates that there may be a feeling that the nature of the extension job has changed during recent years. I find myself in entire accord with this feeling. Extension work, like agriculture itself, is a growing thing, and the extension service that does not change its program to meet changing conditions is soon out of step. Despite the rapid changes in social and economic conditions affecting agriculture, however, human nature itself does not change very rapidly, and there are certain fundamental conceptions concerning the extension job which, if sound in the early years of this century, are still sound.

The Need for Greater Farm Income

When asked to define "Farmers' Cooperative Demonstration Work," Dr. Knapp said that the first objective was to reform agriculture and make it an occupation of profit and pleasure.

Some of us may be inclined to be critical of such objectives and say that they are too narrow, but Dr. Knapp was a practical man as well as a philosopher. In discussing this matter he said:

Every substantial advance in the progress of human society costs money and must be maintained by an increased earning capacity of the masses. Food and clothing are the first requirements. If the earning capacity of a people is only sufficient to supply these, progress is blocked and it is useless to insist upon better houses, more home comfort, better schools, better roads, or any upward step. The problem is, are the rural masses unwilling or unable to provide the betterments which a progressive civilization in the country demands? If unable, steps should be taken to increase the earning capacity of rural toilers; if able but unwilling, the rural pride should be aroused and the force of public opinion, and even law, brought to bear. Nearly every man will clothe his family better, improve the home, and add conveniences if he earns more.

The Live-at-Home Policy

One of the foundation principles of the early cooperative demonstration work was that the farmer should raise the food for his family and feed for his livestock, so that his principal cash crop might be largely profit.

When this "live-at-home" policy was first enunciated there were many skeptics. Also it was strenuously opposed by plantation owners particularly interested in the production of some one cash crop, and by farmers in other regions who thought that their markets would be interfered with if southern farmers produced their own home supplies.

During the past 25 years the extension service of every southern state has actively promoted "live-at-home" programs, which have not only added to the cash income of southern farmers but in years of depression have kept many of them from actual starvation.

Teaching Increased Efficiency Through Demonstrations

Dr. Knapp believed that the best way for a farmer to increase his profits was through increased efficiency. In discussing this subject in the early days he said—

If each farmer is shown how to produce twice as much to the acre as he now produces and at less cost, there will be a profit in which all rural classes will share, and it will be the basis of the greatest reform ever known to rural life.

An Example of the Efficiency of Demonstration Work

The agronomists at our experiment station found out more than 20 years ago that the best way to increase efficiency in the production of beef and dairy products in southwestern Virginia was to top-dress pastures with commercial fertilizers. Although they announced this through the press, through bulletins, and through public meetings, the net result over a period of 15 years was that less than 5 percent of the cattle growers in that part of the state were top dressing pastures in 1933.

Southwestern Virginia is in the Tennessee River watershed, and about 7 years ago representatives of the Tennessee Valley Authority came to the college and asked us to make recommendations as to the best methods of soil and water conservation in that area. We recommended the fertilization of pastures and got the TVA to give at least

50 farmers in each county sufficient quantities of high-analysis phosphate to make real demonstrations. As a result of these demonstrations more than 60 percent of the farmers there are now using phosphates and other fertilizers to top-dress pastures.

The carrying capacity of many of these pastures has thus been more than doubled, and the net earnings of their owners greatly increased. At the same time considerable progress is being made in erosion control. In our efforts to redefine the extension job I think many of us would do well to rediscover and apply to our work the principle of the power of the demonstration.

The Long-Time Extension Program

Soon after the World War, the loss of foreign markets and unbalanced domestic conditions rapidly lowered the prices of farm products, and Virginia demanded that extension workers help them with other than production and conservation problems. The Extension Service thereupon called a conference of representatives of all agricultural agencies and institutions in the state, and the Virginia Agricultural Advisory Council was organized. After 2 years of intensive study this Council presented in 1924 a long-time plan for the development of Virginia's agriculture, a plan that has been the basis of the extension program in the state ever since. Its principal objectives are—

1. Increased production of food and feed crops for home use.
2. Increased efficiency in crop and livestock production.
3. Cooperation in the purchase of farm supplies and the sale of farm products.
4. Increased attention to the fitting of agricultural production to consumption demand.
5. Development of practical methods for the improvement of rural living standards.

This enlarged program called for better trained extension agents, and during the past 15 years the Extension Service has made continuous efforts not only to employ workers of such caliber but also to give them in-service training in such subjects as marketing, economics, sociology, and extension methods.

Extension Agents Help Farmers Organize

The rapid decline in farm purchasing power in the years following World War I brought many new problems, which it was soon evident could not be met by individual effort. Extension agents therefore began to help farmers organize for group study and group action.

When the great wave of enthusiasm for cooperative marketing swept the country, Virginia farmers urged that extension agents help them develop cooperative buying-and-selling associations. Neither the agents themselves, however, nor the college nor the United States Department of Agriculture had sufficient information with which satisfactorily to answer this demand, but this did not deter the agents from giving farmers all the information they could obtain.

During the last 20 years many cooperative buying-and-selling associations have been organized. Some have failed, but during this period the volume of cooperative business done by Virginia farmers has increased more than 300 percent, and most of the associations now in operation are on a sound financial basis and are being operated economically and efficiently. During this same period our extension agents helped farm men and women set up or operate a number of other organizations that have contributed materially to the improvement of rural life, notably the Crop Improvement Association, the State Poultry Federation, the State Grange, the Farm Bureau Federation, the Agricultural Conference Board, and the Federation of Home Demonstration Clubs. In the early history of each of these organizations, extension agents were quite active in helping the officers get them set up on a sound basis, but it is the policy of the Virginia Extension Division never to try to manage farmers' organizations or dictate their policies. Neither do the farm organizations dictate the policies of the Extension Division.

Cooperation With Other Governmental Agencies

When farm leaders came to realize that even with efficient production and efficient marketing, agriculture could not sell in a free, uncontrolled market and buy in a closed, controlled market, they demanded that the government either withdraw special privileges extended to other groups or give the farmers equal privileges. The Agricultural Adjustment Program was the answer. Virginia extension agents until recently have borne the brunt not only of explaining the Triple-A program to farmers, but of administering it in the counties. They have also cooperated actively with the Soil Conservation Service, the Tennessee Valley Authority, the Farm Security Administration, the Rural Electrification Administration, and the Farm Credit Administration in efforts to bring about improved living standards among rural people.

Land Use Planning

In the early history of these so-called action agencies, each agency developed its program somewhat independently of the others, largely from the top down. This resulted in so much confusion that in 1936 the Secretary of Agriculture joined with the executive committee of the Land Grant College Association in setting up committees to study the whole question of relationships and to recommend a plan of correlation. After 2 years' study and many meetings these committees in 1938 presented at Mount Weather a cooperative plan for building land use programs and policies.

Under this plan the various agencies of the Department of Agriculture agreed that the extension services of the land grant colleges should take the lead in building agricultural programs. This gave extension agents an opportunity for increased service, and the Virginia Extension Service aggressively took advantage of it. During the last 2 years the Extension Service, in cooperation with the other agencies of the Department of Agriculture and farm committeemen, has established effective land use planning committees in more than half the counties in the state.

Relationships With Defense Boards and Action Agencies

When the Secretary of Agriculture announced that the state and county defense boards had been designated Agricultural Defense Agencies, the Extension Service in Virginia immediately gave its support, and we now have defense boards functioning in each of our 100 counties. All members of the State Board have agreed that extension subject-matter specialists and land use planning committees should play a large part in setting the crop and livestock goals in each county and community, and that the technical information for attaining these goals should come from the experiment station through the county agents.

Farmers Will Not Permit Duplication

For the first few years of the "New Deal" none of the action programs of the federal government were launched in Virginia until these programs had been thoroughly discussed with the extension director and other officials of the land grant college; and there was never any question as to the Extension Service having primary responsibility for the educational work in connection with such pro-

grams. As time went on, however, there developed an increasing tendency on the part of the federal and regional administrators to set up separate machinery for the administrative and educational functions.

It is perfectly natural that each departmental agency should want to have its own educational staff responsible to itself alone. Such an arrangement, however, is neither efficient nor economical and will not long be tolerated by thinking farmers. Farmers recognize experiment stations as the real source of sound agricultural subject matter, and they are accustomed to having such subject matter brought to them by specialists and county agents of the Extension Service.

The Challenge to Extension

I realize that thus far in this paper I may be accused of being like the Negro preacher who said that he always took a text in order to be able to depart from it. Before anyone can successfully redefine the present-day extension job and field of action, however, he must bear in mind some of the things I have tried to discuss.

If I were asked to define in one brief sentence the present-day job of the Extension Service, I would say that it is to give to farm people, in a form in which they can use it, information that will help them help themselves become better citizens of a democracy.

In addition to the five long-time objectives of extension work already set forth, some of the immediate jobs confronting us for 1942 are:

1. To assist farm people in every county and community maintain effective self-help organizations.
2. To take to these organizations information that will be helpful to them in meeting present emergencies and in planning future action.
3. To train farmer committeemen of the action agencies so that they can effectively assist in putting into operation sound educational programs with farm people.
4. To furnish the technical subject matter needed in connection with all action programs of the United States Department of Agriculture.
5. To advise and assist executive officers and farmer committeemen of the action agencies in handling the regulatory and administrative features of these programs.
6. To see that there are active planning committees in every county for the development of sound post-defense programs.

These are but a few of the activities in which extension agents may profitably engage in 1942. Our nation is still working to maintain a democracy. There are many who doubt that this can be done.

Certainly our present form of government will be subject to great strains during the next few years. In my opinion, if democracy survives it will be due largely to the efforts of well-informed, well-organized rural people. Who knows but that Extension Service may have "come into the kingdom for such a time as this?"

BALANCED FARMING

J. W. BURCH

Director, Missouri State Extension Service

In the balanced farm approach, farm management and home management are joined in a concerted self-help effort to build both better farms and better homes. It is a farm family approach to better farming and living.

IF WE SHOULD UNDERTAKE to define Balanced Farming, we would say—

Balanced Farming is a carefully planned system that starts with the family itself and takes into consideration the entire farming unit. It ties the individual enterprises and practices together in the right balance to improve the soil and at the same time get progressively greater returns year after year in terms of net family income. It is the soundest system that the farmer and his wife, with available information and technical help, can set up for the farm and home.

H. E. Slusher, President of the Missouri Farm Bureau Federation, says:

Better farm income, better farming, better farm homemaking, all present problems that have been attacked effectively from various angles by the Extension Service. Balanced farming coordinates all of them and points to what, after all, should be the ultimate aim of farm programs, a better, more satisfying life on the farm.

Mrs. Harry Weigers, President of the Missouri Home Economics Clubs, says:

A balanced plan goes beyond conservation of the soil and efficient farm operation and brings into better balance the home life of the farm family. In the past there has not been much inducement to capable and talented young people to remain on the farm. Modern conveniences—water and sewage systems, lights, electrical equipment, central heating systems, attractively and conveniently arranged homes—and leisure to enjoy them—are part of a good plan of balanced living for the farm family.

How Balanced Farming Works

Some 10 or 12 years ago, when we were selecting the name Balanced Farming, we had in mind, of course, a number of balances that would come logically in a good system of farming. There must be a balance between the soil fertility removed and the soil fertility put back through legumes and fertilizers; a balance between the type of soil and the crops that fit best; a balance in those crops through a sound rotation; a balance between the livestock kept and the pasture, feed, and labor supply. And, finally, a system that will give a net income that leaves a balance in the bank, in order that we may have balanced living in this balanced farming plan. This calls for food, clothing, and home-improvement budgets; a budget for health, recreation, and education; the church and all those things that are an integral part of the successful rural home.

For many years we pointed out through demonstrations and meetings the value to the hog producer of raising his pigs on clean ground. But it was not until the balanced farming program provided a definite second set of rotation fields close to the farmstead, with a short rotation of corn, wheat, and clover, that farmers really practiced hog sanitation.

Coordinates Extension Work

One of the great values that we have found in this program is in the coordination of our specialist staff that goes out from our College of Agriculture to assist the county agents in their work with farm people. We are about to reach the place where every man who goes out from the college is fully conversant with the recommendations of all other specialists. This includes both men and women. This is, in fact, the family approach in extension work.

Starting Balanced Farming

In starting balanced farming in a county, the county agent and his sponsoring farm-organization committee agree upon the sections of the county in which there should be balanced farming demonstrations. The agent calls a community meeting and discusses the program with the farm families. We like to have the folks in the community decide upon whose farm such a demonstration should be launched.

In starting the individual balanced farming plan the county agent sits down with the farmer and his wife and gets a general idea as to the type of farming they want to do and about what their

financial situation is. He must know how fast they can go in this improvement work. They then "walk" the farm and agree upon the water-management plan. They decide which fields shall go into permanent pasture or woodlots and which can be cultivated. They have the problem of determining where the terraces shall be built and how the water will be disposed of.

The livestock program is agreed upon. The numbers kept will depend upon the pasture that can be made available. If hogs are to be included, then the short rotation must be set up to furnish clean pasture each year. The garden plantings for the yard figure in addition to the clothing, food, and other necessary expenses of the home.

Before final plans are made for the crop rotation and the soil improvement practice, such as the addition of fertilizer and lime, the tentative plan is tried out to determine the soil productivity index. In practically every case the old cropping plan without terraces will show an annual loss of soil fertility.

The farm family and the county agent agree upon which of the changes shall be made in 1947 and so on for the years ahead. It will depend upon the financial assets and the yearly net income as to how fast the plan can be put into operation. Those things that the farmer feels are needed first will, of course, be done first.

Must Be Farmers' Plan

This plan must be the farmers' own plan. It is an educational process. Unless the farmer and his family understand and agree upon each step, the plan will not be carried through to successful completion. This is one of the many reasons that we so strongly endorse the recommendations of the American Farm Bureau Federation Board of Directors, that planning work be done by the state colleges and the extension services, because they are logically charged with the responsibility for educational work with farm families.

After demonstrations are set up in the various communities, we must move quickly towards the spread of balanced farming plans on just as many farms as possible. Balanced farming schools are held for those farmers most interested.

At best it is a rather slow process. But after a county has moved forward through the demonstration over into the stage where a good many farmers are anxious to move, and have help on this work, balanced farming associations, or "rings," are set up with a subcommittee of the Farm Bureau.

Balanced Farm Associations

A balanced farm association was set up in Carroll County, Missouri, about a year ago. It was planned that 50 farmers would pay in \$50 apiece, with these funds matched by the Extension Service, in order that a special county agent could be employed to work almost entirely with these 50 farmers in helping them set up their farm plans and put them into operation. Forty-six farm families actually started. One of the earliest things observed was that each family was determined to get its money's worth.

But even an association that sets up 50 balanced farming plans per year cannot work fast enough in one of our good agricultural counties. So we are starting on another plan, in which bankers and other business men are given opportunity to participate. Again, in Carroll County we have just set up two associations, each one calling for a budget of \$5,000. Fifty farmers put up \$2,500, the Extension Service \$1,250, and business men \$1,250. This will provide salary, travel, and some clerical assistance for the special county agent for each association.

To get these plans in gear, to get the terracing done, the dams erected, the ponds made, the homes improved, the septic tanks built, the lime used, and the fertilized made available, will call for a tremendous outlay of facilities and services. The Agricultural Conservation Association will be in there furnishing financial assistance. Contractors must be developed. Carroll County, for example, is planning upon 12 young men with good equipment, financed by the local banks, with only a minimum of assistance from the county agents. Instead of waiting for the government to hand out broken-down war machinery, these people will move ahead in the American tradition.

We are sold on this program in Missouri. We are trying out every way we can think of to make it move rapidly, yet in a sound and conservative manner. It will appear slow to most of you, but for once in our lives we know where we are going on those farms that have a real plan. The individual farm families believe in this program and are demonstrating it, the Farm Bureau and other farm organizations are squarely behind it, the Missouri Bankers Association has put it on its agricultural program, and the State Chamber of Commerce has adopted it. All in all we believe that with this tremendous moral and financial support of the people within our state, we can help farm families set up the best and most complete farm plans that can be devised and with a minimum of cost to the taxpayers.

AGRICULTURAL EXTENSION ACTIVITIES FOR 1946

C. E. BREHM

Director, Tennessee State Extension Service

Part of a talk given before the Tennessee Extension Conference, 1946, outlining an aggressive, comprehensive extension program especially designed to meet the agricultural problems of the postwar period.

EVENTS OF PROFOUND WORLDWIDE SIGNIFICANCE have taken place since we met here a year ago. The United States and her allies have successfully brought to an end the fighting phases of the most destructive and costly war in all history. We have not yet achieved the peace we are seeking. But this is not what I am here to talk about. I mention it as a background for some of the remarks I am going to make about the problems confronting agriculture this year and in the future.

The interests of agriculture, labor, and industry are inseparably linked. It is axiomatic in economics that one group cannot take an undue advantage of the others without eventually suffering itself. If one group prospers, all groups prosper. Conversely if the purchasing power of one group diminishes, in the long run it will pull down the other groups to a corresponding level. This is particularly true of the farmer, because he is at the beginning of the economic cycle. He produces the raw materials, and their processing, transportation, and merchandising creates jobs, commerce, and industry.

Farmers Expand Production in War Time

Twice in 30 years farmers have been called upon to enlarge their production to meet demands created by war. During World War I, farmers expanded their production for war purposes approximately 20 percent above the pre-war level. Following the war, production did not go back to the pre-war level. As a result, soon after the close of that war farmers had the distressing experience of selling their expanded output at greatly reduced prices, because of a decline in war demands without a corresponding increase in consumption during the period following the war.

During the years 1940 to 1945, farmers again for war purposes increased their production about 34 percent above the 1936-39 average level. This is the result of much research work of the land grant

colleges, the Extension Service of the U. S. Department of Agriculture, and other agencies' teaching efficient methods of production.

The quick rises and falls in industrial output are well known, but a factor in farming that is little recognized is that the production effort in farming, and the resulting output of food, feed, and fiber, seldom changes substantially from one year to another, when agricultural production as a whole is considered. Cotton growers continue to grow cotton, and they will be at it after the war, producing in the main too much low-grade short-staple cotton. Wheat farmers have stayed at wheat, and mid-West farmers have been loyal to corn and livestock. Responding to the war market they have expanded acreage and livestock.

Production Will Continue at High Level

There is every indication that agricultural production will tend to continue at considerably higher levels after this war than it did before; and the tendency of farmers will be to follow about the same crop rotations, with the same livestock combinations.

The ability to avoid the surplus problem is going to depend on many things—our ability to maintain employment and wages at high levels; export outlets in the markets of the world; trade relationships with other nations of the world; United Nations (UNRA) aid to devastated countries and its duration; and national and international policies of one kind and another. What these may be it is not possible to predict. It is safe to assume that farmers through their farm organizations will demand national legislation creating devices of one kind or another to handle the surplus problem.

There will be many proposals of various natures—proposals offering quick remedies for economic and social ills. The conclusion seems inescapable that in the period after World War II, farmers are going to have a far greater interest than ever before in public policies related to agriculture that influence farm prices, programs, etc.; and in production control, credit, subsidies, and conservation policies that influence foreign trade.

Extension Should Teach Economics

It seems to me that we in extension work are going to have to broaden our horizon of teaching into the field of economics. We are going to have to keep ourselves informed on all public policies related to agriculture—the relation of foreign trade policies to agricultural

production; control and adjustment programs; policies endeavoring to stabilize prices, etc.—so that the farmer can be given the facts on the economic relationships of these policies to his business.

The farmer comes to the county agent and home demonstration agent for information on fertilizing a crop, or on nutrition, or for similar information. It is equally as important and logical to give him the facts on how some public policy is going to affect him economically, so that he can make his own decisions. To me this is one of the most important new phases of extension education in the future.

Take the case of cotton for example. Back in 1933, to relieve a cotton-surplus situation, and in order to maintain price with government support, we plowed up part of a cotton crop. From a short-time point of view this was probably necessary until cotton production could be brought in line with consumption, in order that prices might be maintained and the cotton farmer saved from disaster.

From a long-time point of view of government efforts to help cotton, largely through price support and acreage control, we have in many respects made worse its competitive position. We have been pricing cotton out of both the foreign and the domestic markets. And as a consequence we have been accumulating from year to year more than a normal carry-over, largely of the poorer grades of cotton and the shorter staples. The question is whether we want competitively to price out of the market one of our great staple crops and pay ourselves a government subsidy in one pocket, with taxes out of the other. Farmers should be given the economic facts concerning such public policies, in order that they may make intelligent decisions.

Home Demonstration Work Important

What I have just said applies not only to the farm side of the county extension program, but equally as much to the home and family. The income from the farm determines the living standards of the farm family and the comforts and conveniences they have. The improved kitchen that the farm woman wants so badly probably depends on the price the cotton, the barley, or a lot of hogs brings. If the price is up, she may get it. If it is down, those hopes and aspirations may have to be postponed.

The whole family has an interest and a stake in what is taking place on the farm and what income is derived from it. Their hopes and aspirations are tied up in it. These are discussed around the dining table and the fireside. Billy knows that his education and other

things he wants depend on the income from the farm. It has been my observation that the farm woman's perspective of things influencing her home and family go beyond the home economics discussion that takes place within the walls of the house and in the poultry yard. It also includes the farm and the policies that affect the income of the farm.

It is axiomatic in agricultural economics that the person who can produce at cheapest cost, with the maximum hours of productive work in a year, can stay in business longest and get a margin over production costs. The higher the prices go, the greater the margin of profit.

The foregoing means soil conservation and the maintenance of the fertility of land; the combination of crops and livestock that provides for the maximum hours of productive labor a year, with four or five crops to sell at periodic intervals annually. For example, a cotton crop can be made with 120 days labor. The man that just grows one crop can't expect to make a 365-day income with 120 days work. The way he can increase that income is to supplement cotton with livestock, homegrown feeds, a good pasture for the livestock, and with such other crops as his labor may permit.

The farm family that produces a large part of its own living; gets high unit yields of crops of high quality; and supplements crops with livestock, dairy cattle or beef cattle, hogs, sheep, or poultry, as the case may be, fed with home-grown feeds—that family is going to be in the best position to meet price conditions brought on by influences and policies beyond its control.

Farm Machinery

Another factor that is going to help the farmer produce at cheaper costs, that his products may move competitively in world markets, is farm machinery. This is decidedly on the bright side of the picture. There will be much new machinery, priced and adapted to different sized farms, that will do much of the farm labor formerly done by hand labor, and at considerably lower cost. True, this will displace much farm labor, which will have to be absorbed in non-farm work. The mechanical cotton picker and mechanical devices for chopping cotton will materially reduce the cost of growing cotton, so that it may be priced at a figure to compete with synthetic fibers on the domestic market and move competitively in world markets.

We here in the Tennessee Valley are particularly fortunate with the electric power available from the reservoirs constructed by TVA.

The use of this power on the farms and in the farm homes is going to take away much of the household drudgery and add greatly to the comfort and enjoyment of the family.

Recreation and Tourists

With the Smoky Mountain National Park, the lakes resulting from reservoirs constructed by TVA, and the fine system of parks developed by the state Department of Conservation, Tennessee is destined in the future to become a great tourist and recreation center. For many energetic farm families, the income from this source, in providing a direct market for what they can produce—butter, milk, eggs, vegetables—will offset a declining price structure from surpluses. In addition, it will provide jobs and employment for many people not necessary in farm production.

Changes in the Food Habits of People

Refrigeration and freezing of fruits and vegetables is going to change the food habits of people. This industry is just in its beginning. The time will come when every community will have its own industries of this kind. This is going to create year-round markets for products once highly seasonal for a week or two and bring markets closer to the fields where the products are grown. Freezing industries are already looking for dependable sources for such products as strawberries and youngberries, for beans, peas, and other vegetables, and will open up new sources of income to many farmers. And when these opportunities in a community present themselves, they should be carefully explored.

Land Buying and Home Improvement

For the first time in 30 years, farmers are in a strong financial position. Bank deposits and currency owned by farmers rose from \$4 billion to \$9.7 billion in the 4-year period 1940 to 1944. Farmers have purchased more than \$2 billion worth of United States war savings bonds. The farm mortgage debt, outstanding, has been reduced from \$6.59 billion to \$5.64 billion, and the value of the farmer's main asset, his real estate, has risen from \$33.6 billion to \$45.6 billion. The financial balance sheet of farmers in its entirety, including real estate, other physical goods, and intangibles, has risen from \$54 billion to \$93 billion.

With war-time farm incomes two and one-half times as large as pre-war; with farm prices twice as high and likely to stay high for a short time; with government payments to farmers being continued; with high support price commitments by federal legislation; with reduced supplies of lumber, hardware, and other building materials, machinery, equipment, and fencing materials, which might absorb some of the added earnings of farming, another land boom could be in the making.

At the present time, land values in Tennessee are on the average approximately 75 percent above the 1934-39 average. A land boom took place during the last World War with disastrous effects in its aftermath. Farm people should be cautioned that it is a hazardous proposition to buy land at inflated values when we may reasonably look forward to declining prices.

This is the time for farm families to reduce debt; to buy needed farm machinery and equipment. This is the time to build and improve farm homes; to install the home equipment that means so much in happiness and comfort to the farm family—water in the house, electricity, and all those things that eliminate drudgery. It is the time to really make gains in the home that permanently elevate the living standards of the family.

4-H Club Work

Four-H Club work is one of the most important segments of our whole extension program. It is that phase of our program in which we develop character and attitudes in farm boys and girls and give them some training in farming and homemaking. We are proud of the 93,000 boys and girls enrolled in 4-H Clubs throughout the state. It is impossible to evaluate the good this work does. I heard a story recently on youth that greatly impressed me. A distinguished man was making the dedication speech for a university building that cost a million dollars. Among other things, he said, "If this building just starts one boy in the right direction it is worth the million that it cost." One of his hearers later asked, "Don't you think you were stretching things a little when you said that building was worth a million dollars if it headed just one boy in the right direction?" His answer was, "No, not if it was my boy."

That is the philosophy we should get people to understand about 4-H Club work; and that its objectives are not just to win a prize in

a contest. Rather, its objectives are character development and getting boys and girls headed in the right direction, that they may be useful, constructive citizens.

It is not going to be possible for all boys and girls to find gainful employment as farmers. Many will go into other vocations. This is as it should be. Our job is to give farm boys and girls some perspective of the opportunities open to them if they want to farm or be farm homemakers, so that they can make intelligent decisions.

Cooperative Marketing

When farm prices decline, the farmer receives a considerable decline in his proportionate share of the consumer's dollar. At the present time he receives about 50 percent of that dollar; and back in 1930-32 only about $33\frac{1}{3}$ percent. The reason for this is that costs of processing, transportation, and distribution remain fairly constant, and they come out first. The only way the farmer can continue to get more of the consumer's dollar is in performing these functions for himself or through his own cooperative. For this reason, and to assist farmers to maintain their income in the face of declining prices, a greater degree of cooperation among farmers in the aftermath of war is going to be important.

Chapter 8

MARKS OF PROGRESS

In which various phases of successful extension effort are reported and discussed.

TEN YEARS OF EXTENSION WORK UNDER THE SMITH-LEVER ACT, 1914-24

C. B. SMITH

Assistant Director of Extension Work, United States Department of Agriculture

Part of a talk given at the Land Grant College Meeting in 1924—a particularly interesting summary of the organization and accomplishments of cooperative extension work during its first 10 years. Woven through the account is also some of the fine philosophy of the writer.

IN THIS PAPER I go back only to the year 1914. We have had 10 full years of cooperative extension work under the Smith-Lever Act. How does the law operate? What has been accomplished under it? What is the significance of this new thing that has come into the nation's life?

Salient Aspects in the First Decade

I shall try to discuss some of these matters, not in their fullness, but in such outline as will tend to show some of the salient facts and outstanding aspects.

Early Doubts

May we speak first of some of the early misgivings as to the plan of the extension enterprise and the workability of the cooperative feature of the Smith-Lever Extension Act? This law was intended to enlarge and unify the extension work already undertaken by the agricultural colleges and the federal Department of Agriculture and to promote the cooperative programs, particularly by means of dem-

There were some misgivings on the part of a few of our people as to this new type of county extension teaching. A distinguished onstration.

dean in one of the agricultural colleges of the Central States, discussing the prospective value of the county agent system, used the following language.

I am just as certain as I am of anything that in most cases the county specialist is doomed to failure. It will not help the matter much to call him an expert, or a soil doctor, nor to put him into an automobile and call that the manure spreader. These may all do for certain benighted sections, but not for typical American communities. This placing of county advisors, then, in my opinion, is one of the steps in the progress of agriculture which is likely to prove a boomerang.

Another agriculturist, using somewhat more picturesque language, predicted that if this thing were undertaken, at no distant day the shores of the agricultural ocean would be strewn with the wrecks of county agents. And a dean of one of the western colleges held that the county agent plan might work out in some states but never could be made to apply to his state of mountain ranges and valleys and great distances.

Time has seen a county agent placed on the county agent plan in three out of every four rural counties in all the states of the union, and the plan seems to be working as well in Idaho and California as it does in Iowa and Virginia.

Cooperative Aspects

After the Smith-Lever Law was enacted, and before it was put into actual operation, there was also fear on the part of some that its cooperative features would inevitably lead to bureaucratic methods and federal domination of the whole enterprise. After 10 years of actual operation, I think we can safely say that fear has not been realized.

A Single Extension System

The task of both the states and the federal government of uniting the work to be undertaken with funds provided for under the terms of the Smith-Lever Act—with extension work carried on with the independent extension funds—was so harmonized and correlated through the plan suggested by A. C. True that a single great extension system has been created in the United States. The extension programs of both the agricultural colleges and the federal Department of Agriculture are being handled without friction and with the maximum of efficiency. The General Memorandum of Understanding drawn up by Dr. True, covering all extension work carried on by the colleges

and the federal Department of Agriculture and signed by college authorities in practically every state, has proved adequate and has not been revised by a single line in 10 years.

Farmers Made Partners

The Smith-Lever Law is unique in legislation. It obligates cooperation between the federal Department of Agriculture and the land grant colleges. It also permits cooperation of these two government institutions with county officials, farmers and business men's organizations, local organizations created for the purpose, and individuals. The result has been that the farmers themselves and their wives have been made partners with their government—national, state, and county—in organizing, developing, and carrying on extension work in their respective communities.

Extension Staff

The Smith-Lever Act, though not so stating, contemplated the development of the county agent system in the United States. Note what has happened in 10 years: On July 1, 1914, there were 843 white agricultural agents, of whom 640 were in the Southern States, giving about five-sixths of their time to the work, and 203 in the Northern States, practically all giving full time. In addition, there were in the South 38 colored county agents. There was a total of 349 home demonstration agents, all in the Southern States, of which number 12 were colored. At that time the home demonstration agents in the South gave approximately one-third of their time each year to the work.

Even on July 1, 1914, therefore, the county agent system was quite a lusty child; in fact it had attained about one-third of its present size in numbers, though not all agents were on full time. By July 1, 1924, the number of county agricultural agents had increased from 881 to 2,340, the number of home demonstration agents from 349 to 952, and the number of county club agents from none to 135.

Extension Funds

With reference to total funds invested in extension work, there is an interesting contrast between the amounts involved in the fiscal years 1914 and 1924. We do not have accurate totals for 1914, but our best estimates show about \$1,600,000 invested. In 1924 the total was \$19,151,174, an increase of approximately \$17,500,000, or more than 10 times what was available in 1914. In 1914 only about 68 per cent of the funds used in extension work was from public sources.

Extension Specialists

Not much stress was laid on extension specialists at the time the Smith-Lever Law was enacted. The law, however, was wisely made broad enough to permit their employment. In 1914, there were approximately 221 full- and part-time specialists engaged in extension work; in 1924, the number was 850, an increase of approximately 625.

Some Results

So much for the machinery with which to do extension work, comprising a total of about 4,700 technically trained men and women, including state extension directors and supervisors, working every day in the interests of better agriculture, better farm homes, and better rural life. What has been accomplished? We have no accurate measurements of accomplishments in educational work. We have a few figures and some presumptions, and will present some of them for your consideration.

Surveys

First, the Bureau of Agricultural Economics reports that in 1920 the farmer was using 26 percent more horse power, had 46 percent more money invested in machinery, and was producing 15 percent more than in 1910, notwithstanding there was an actual decrease in the number engaged in agriculture of about 16 percent. Many factors undoubtedly have entered to promote this change in farming, but I think we can assume that extension work is entitled to a share of the credit.

Demonstrations

The Smith-Lever Law was intended by its enactors to provide for teaching farm people, especially by the demonstration method. Are we keeping the faith? In 1923, the county agents reported 721,448 adult and 428,746 junior production demonstrations and more than 1,150,000 substantial farm and home demonstrations, involving the element of time, records, and reports.

War Work

I omit in this paper, for brevity's sake, any special reference to details of the war. It is common knowledge, however, that production was substantially increased during that period and that the extension agents served in a remarkable manner the whole government, including the Food Administration, War Department, Treasury Department,

Health Bureau, and Recruiting Service, as well as the Department of Agriculture.

Farmers Encouraged to Work and Act Together

Probably one of the greatest things that extension work is doing is teaching farm folks to work and act together. Extension work has taught cooperation—in marketing, in buying, in program building for carrying on extension work, in procuring better bulls, in putting on automobile tours, in holding field meetings, in building community houses and centers, and in developing farm organizations.

Rural Leadership

More than 180,000 farm men and women in 1923 were voluntarily joined with the extension forces in undertaking to improve agricultural and home practices in rural America. These men acted in their communities as demonstrators, served on committees as chairman or otherwise, and were known generally as local leaders. It is the belief of many of our extension forces that the development of this rural leadership from among the farming people themselves is one of the biggest results of our whole 10 years of agricultural extension work.

Farm Organization

Undoubtedly one of the things extension work has done to bring agriculture prominently before the public, and reveal a substantial record of accomplishment and the seed of great future promise, is its promotion of farmers' organizations. The American Farm Bureau Federation owes its origin, at least indirectly, to the Extension Service. This federation, in cooperation with other older organizations, has been a power in national legislation and in stimulating the economic phases of our extension work, resulting in a number of strong interstate marketing associations. Independently also, the Extension Service has promoted literally thousands of shipping, purchasing, and loan associations. In this work men have learned to cooperate in a large way; and their vision has thereby been expanded beyond the farm, beyond the community, and beyond the state, to the nation and to the countries of the world.

Pride of Occupation

Again, progress lies in thinking well of your business, and this applies to farming. Through the contacts with agricultural agents and multiplied contacts with each other; through taking part in demon-

strations to teach the better way; through meeting, planning, studying, working, and playing together—and through a broader vision of the possibilities before them—farmers are coming to have an increased respect for their own business, realizing that it is tending to put agriculture on a higher plane than anything ever has before, and that it is tending to make it the envied vocation.

Reaction on Colleges

The agricultural colleges and the federal Department of Agriculture are to be credited with putting extension work on the map. They were in advance of the farmer in this matter. The bread thus cast upon the waters has returned, and the colleges and the Department of Agriculture have been made known and popularized to an extent never before experienced by these institutions. Moreover, these institutions have been greatly strengthened by the extension forces through the accurate reports made to them by the county agents on field conditions and on farm and home and community problems that needed investigation or righting.

Extension Work Is Mind Stimulating

If there is one thing that is more important than any other in the whole extension field, it is undoubtedly the awakening of men's minds to self-improvement, altruism, and action. The fact that last year 40,000 community programs were developed in which farmers themselves, cooperating with extension agents, analyzed the needs of the community, devised remedies, selected 180,000 leaders, determined upon 1,150,000 demonstrations, carried them to completion, and reported the results, that fact shows that some thinking—some thinking to a purpose—was done.

The Home in Extension Work

Extension work is making it clear that the largest single factor in man's life is his home. It is the biggest thing he gets out of life. A pleasant home is the one big thing he is striving for, and yet too often his efforts have resulted unsatisfactorily because his wife and daughters were dissatisfied. Extension work is awakening both the farmer and his wife to the great need of a satisfying home and is pointing the way to it.

In 1923 there were 222,000 farm homes reached by personal visits, as compared with 609,000 farms so reached. This means a visit to 1 farm in 30, for home improvement; as compared with a visit to 1 farm

in 10, for crop and stock improvement. If the home is the primary goal toward which we are working, we need to give not less attention than now to the farm but more attention to the farm house.

More Boys and Girls' Club Work Needed

The boys and girls' club work of the past 10 years has been a matter of increasing satisfaction. It has been definitely shown that better practices in agriculture and home economics can be established through this agency, and that the boys and girls who take part in such enterprises are greatly benefited. There were enrolled in the past year 459,999 boys and girls, and about 250,000 of them completed the work.

High Standing of Extension Staff

I don't believe a finer group of men and women has ever been assembled to do a piece of work anywhere or at any time than our present extension staff. They know no limit of office hours, are unmindful of the summer's heat or the winter's frost. They know the disappointment of things undone, the joy of achievement. They have heard the applause of the crowded hall and have seen with dismay the empty chairs of the committee room. They seek little for themselves. Their lives are crowded with giving and service.

With such a group of men and women putting such a spirit in the extension services, who can predict the future rural life of the country? With this group at work, there need be no fear of the serf or the peasant in America. Instead, we vision farm homes, the choicest of the earth, and men and women who look upon the earth as holy, to be tended and preserved in all its fruitfulness for their children and their children's children throughout the ages; men and women who reach down into their own lives and surroundings and find there the satisfactions of life. We see a righteous people, from whose overflow shall come the blood for the continued invigoration of the nation. And we see a country life the envied of the world.

Summary

In retrospect, then, we see the following accomplishments of the past 10 years—all significant in rural life.

1. The creation of a single system to do the extension work of both the United States Department of Agriculture and the state agricultural colleges.

2. The making of the farmer into a full partner with the government in the development and carrying out of extension programs that shall meet local needs.

3. The putting on of more than 1,150,000 production demonstrations in 1923 and the changing of one or more practices on approximately 3 of every 4 farms in counties having agents 6 years or more.

4. The finding on the farms of capable men and women who, through encouragement, have become leaders of movements and men.

5. The expanding of the horizon of the farmer from his cattle and his plow to the community, the county, the state, the nation, and the countries of the world, and the giving of outlook, vision, and pride in occupation.

The great goal we are striving for in extension work is to plant the germ of improvement in men's minds—of desire for achievement in every soul; to fan into a flame that spark of altruism which every farm man and woman possesses but which, without encouragement, too often smolders and dies; to promote economic success; but beyond that—way beyond that—to promote a social, educational, and spiritual home and community life that will meet life's needs. It is not enough to grow more crops and make more money. Extension work is seeking to promote a contented rural people, a people who find satisfaction in their work, in each other, in the glory of the soil and the growing crops, in the harvest, the bounteous table, the neighborly visit.

INFLUENCE OF THE NATIONAL AGRICULTURAL RECOVERY PROGRAM ON EXTENSION

W. H. BROKAW

Director, Nebraska State Extension Service

Part of a talk given at the Land Grant College Meeting, Washington, 1934, telling of the increased load on Extension Service in explaining the Agricultural Recovery Act and in training leadership. During this period extension contacted directly or indirectly practically all farmers in the United States.

FOR THE PAST 18 MONTHS it has been your privilege and mine to take part in the greatest educational activity our country has ever known. In Nebraska, during the first 10 days of educational meetings, more than 100 thousand farmers crowded the halls to hear of the plan

and then eagerly discussed it on street corners, at home, and elsewhere with business men, friends, and neighbors. What was true of corn and hogs was true of cotton, tobacco, wheat, and other commodities—in their respective sections.

The contract, the plan, its purposes, and administrative rulings, together with world demands, markets, tariffs, and milling quotas, were eagerly studied, discussed, and made a part of the farmer's working knowledge. The problems arising from the many phases of the Recovery Act challenged one's best efforts, and the cataloging of administrative rulings provided a mental discipline unparalleled.

Extension has been developing for years the leadership that is proving its worth in this program. Thus in a study of the influences that the National Agricultural Recovery Program is having on extension we find that it has brought about what we have been striving to bring about in extension for years. That is a systematic, careful, and thoughtful study of their problems by practically all farmers—not alone the immediate production or marketing problem, but the basic and underlying facts of world conditions and demands that are essential to complete understanding.

While many may have been deeply concerned as to just when we would return to a regular program, no doubt they are beginning to realize that we never turn back—that this movement is but paving the way to a new educational program.

Program Educational

While the present program has much that is new and demands action on the part of the cooperator, it is primarily educational. It has stimulated rather than changed the extension program. The influence has probably been greatest in the field of the county agent, since his work is so closely linked with the county and with the community committeeman in direct contact with the contract signer. His program of work must be carefully planned, that his office organization may function perfectly in rendering service and supplying information to the larger group of county allotment committees, community committees, and contract signers. The present county agent must be a general. The man who failed to see the value of leadership, or failed to train it, has passed out of the picture, or soon will do so.

An exactness is required in the preparation and presentation of material that did not formerly mark the work of the county agent and the farmer who worked with him. How much time, effort, misunder-

standing, and loss could have been prevented by good records! Their value has come to be fully realized during the present program and has opened the way for greatly increased farm records and farm management in future extension work. Through it all the county agent has increased his field, made vital contacts, found new leaders, and worked long and hard days.

There are other influences on extension that are as vital as those coming into the life of the county agent. The program has brought it before the people in an impressive way. Many who knew but little of extension and its objects have become familiar with it, have been favorably impressed, and are now cooperators.

Subject-matter specialists have been used very largely as supervisors of the various programs. This has broadened their vision and given them an intensive training in organization.

Economic production has as vital a place as ever in our program. The present program, or one of marketing alone, cannot succeed with the use of unsound production methods any more than good production methods can succeed with careless marketing.

The growth that has come to extension—not so much in numbers as in the ability to organize information properly, to develop leadership, and to render service—indicates a better future. The part of extension in this program is one of education. We must remember that the welfare of our nation is wholly dependent upon the training of its people. The year's experiences show the need of a continuing education with the agricultural population. Agricultural extension must fill this need.

LAND GRANT COLLEGES AND THEIR CONTRIBUTION TO AMERICAN LIFE

CECIL W. CREEL

Director, Nevada State Extension Service

Part of Presidential Address, given at the Land Grant College Meeting, 1937. Only the part pertaining to extension is included, but in it special attention is called to the work of extension in the World War and the world-wide depression of the thirties.

EACH YEAR THE CONTRIBUTIONS of the land grant colleges and universities to American life assume increased significance. Through their resident teaching, research, and extension work they are exerting

an influence that is felt on farm and in factory, in home and community, throughout the nation.

To the credit of the land grant colleges may it ever be said that, while they have recognized as their primary obligation throughout the years the training of young men and women for the every-day business of making a living, they have never lost sight of their ultimate objective—the maintenance on the farms and in the towns and cities of America of a contented and prosperous people, loyal to the principles and democratic ideals upon which our nation was founded.

It was inevitable that, after embarking upon agricultural research, the land grant colleges should enter the extension field. Progressive farmers wanted to keep themselves informed of new discoveries, the application of which would increase their crop yields and livestock production. The appearance of college and station staff members as speakers at farmers' meetings and farmers' institutes offered the first extension approach, other than the exhibits at county fairs and the occasional bulletins.

The demonstration work inaugurated by Seaman A. Knapp in the early part of the present century laid the foundation for our present-day system of extension work. It called for the conduct of demonstrations of approved practices on farms and in farm homes by the farm men and women, the boys, and the girls living there. Home demonstrations began to take equal rank with farm demonstrations, in order that standards of living might be raised to satisfactory levels.

This demonstration work, first conducted by the Department of Agriculture in the Southern States, and subsequent work of a similar nature, carried on both by the department and by the colleges in the Northern and Mid-western States, developed an interest in legislation that would soon provide for a nation-wide system of cooperative extension work. Our association first took official interest in this matter in 1908. Its active support of the movement, and that of interested farm groups during the ensuing 6 years, resulted in the passage by Congress in 1914 of the Smith-Lever Extension Act. This new law had the effect of consolidating federal and state extension efforts in agriculture and home economics and of centering administration and supervision in the land grant colleges.

Extension Work in the World War

America's entry into the World War in 1917 made an immediate nation-wide expansion in extension work necessary to carry out the

campaign of stimulated food production and food conservation, to the end that the maximum quantity of foodstuffs be shipped to the armies overseas. County farm bureaus were organized in many states to spread more quickly and effectively to farm families the teaching of the colleges and the department.

In the opinion of your speaker, the work of the county agents in training farm leadership and organizing county farm bureaus can be regarded as the most permanent contribution made to American agriculture, either by the colleges or the department, during the trying years 1917 and 1918. Following the war, the county farm bureaus continued to prosper in most states, and federated into state organizations; and they, in turn, into a great national association, the American Farm Bureau Federation. The Farm Bureau has been a true friend of our land grant colleges throughout the years, and the national spokesman for hundreds of thousands of farm people with whom we daily carry on our extension work.

In 1919 federal emergency funds to finance extension work were withdrawn and this forced curtailments in personnel where the colleges were unable to obtain state and county moneys to replace them.

Extension Work in the Depression

Then came the depression years for American agriculture, with crop surpluses and low prices. This necessarily changed extension emphasis from increase-in-volume to increase-in-efficiency of production. "Live-at-home" campaigns and family budgeting were stressed, to enable farm people to meet the new situation confronting them without sacrificing the standards of living essential to health and reasonable comfort.

By 1929 the agricultural depression had become acute, and farmers were demanding, through their county, state, and national organizations, that more extension effort be devoted to economic problems.

Congress at this time provided an additional cooperative extension appropriation, which enabled all our colleges to employ extension specialists in agricultural economics to assist the county agents in developing programs in farm management and cooperative marketing. These men rendered great service in directing the thought of both county agents and farmers along sound economic lines.

Recognizing the seriousness of the national emergency, the land grant colleges in the spring of 1933 placed their resources at the dis-

posal of the federal government in all its efforts to assist agriculture and promote the general welfare.

Cooperation with Federal Agencies

A number of our institutions actively assisted in setting up programs in their states, both for the Federal Emergency Relief and the Civilian Conservation Corps. All helped in getting the programs of the Farm Credit Administration under way. Major assistance was furnished by practically all the land grant colleges to the Agricultural Adjustment Administration, the Farm Security Administration and its predecessor organizations, and the Soil Conservation Service, in bringing their programs to the attention of farm people. These latter activities warrant further comment.

The Agricultural Adjustment programs instituted in 1933 were administered and directed in nearly all states by the land grant colleges. State directors of extension were designated state adjustment administrators, and the county agents assumed similar responsibility in their respective counties. When the Agricultural Conservation program succeeded the Adjustment program, the county agents continued in charge until administrative control was shifted to the county Agricultural Conservation Associations.

At no time have the extension services of the land grant colleges been sufficiently large or well enough financed to enable them to contact individually all farm families in a county. Such individual contacts as have been made by agents have necessarily been largely with demonstrators or project leaders, supplemented by meetings, tours, and publications to contact other farm people.

Because of this fact, the colleges welcomed and supported the rehabilitation program of the Federal Emergency Relief Administration, inaugurated in the spring of 1934 to aid distressed farm families. In many instances home demonstration agents and county agents laid aside other work and personally assisted the county and state relief administrations in contacting needy people and developing farm and home plans for them, to be used as a basis for the making of character loans. When, later, the Resettlement Administration took over this responsibility, extension aid was given to the farm and home supervisors appointed to handle the rehabilitation work. This cooperation has been continued under the successor organization, the Farm Security Administration.

Other divisions of our colleges have likewise interested themselves in ways of aiding the rural low-income group. For example, the Iowa State College, through its extension service and experiment station, as well as its resident teaching staff, is cooperating with the Farm Security Administration in efforts to learn how to render the best service to farmers of lower income. This problem has been set up as a project financed jointly by the college and the Farm Security Administration, with persons in direct charge who are satisfactory to the cooperating agencies. This project is to be strengthened by the close association of staff members who are interested in farm and home management, economics, sociology, agricultural education, and extension work and who have had experience in making and supervising loans to clients.

Work on Soil Conservation

Our colleges have for many years recognized the disastrous effects of soil erosion and the threat the continued loss of our top soil has held to the permanency of American agriculture. The problem has commended the attention of our resident teaching, experiment station, and extension staff for many years. Demonstrations in terracing and small check dams for gully control have been conducted on individual farms by county agents, particularly in the Southern States, almost from the outset of extension work.

It is understood by our colleges and experiment stations that in many areas the control of soil erosion, to be effective, must be undertaken on a community or a watershed basis. This is particularly true in the Western States, where the acres of public and private lands devoted to livestock grazing far outnumber the acres of privately owned lands under cultivation.

The United States Department of Agriculture, through its Soil Conservation Service, is to be commended for inaugurating large-scale demonstrations in erosion control in areas where group action is essential and where the cost of structures must be borne to a considerable extent by groups of farmers and the local or federal government.

Since the beginning of organized extension work the land grant colleges have engaged in agricultural planning and have encouraged the building of agricultural programs and planning by farm people on the community, county, and state levels. The United States Department of Agriculture has been a party to this effort since the inception of its Extension Service. In recent years the planning activi-

ties of the department have been greatly expanded, to give direction to the new action programs dealing with land use.

Joint Farmer-Agricultural Agency Planning

It has been recognized for some time, both by the colleges and by the department, that our respective planning activities must be better coordinated to meet the new situation created by the action programs. It has been recognized also that if democratic procedures are to be established to give to farm people a voice over the years in guiding and localizing these new national agricultural programs, these people must be an active party to the planning.

It was with these facts in mind that representatives of our association and the Department of Agriculture met at Mount Weather, Virginia, last July, and reached an understanding of far-reaching significance regarding procedure and responsibility for developing land use programs. While assuring majority farmer representation on all local and state land use planning committees, this understanding also provides membership both for the land grant college representatives and for each bureau or agency of the Department of Agriculture dealing with land use. The effort should result in the elimination of much duplication of work, thus assuring the most economical expenditure of the public funds appropriated to each agency.

The obligation of all of our land grant colleges to conduct extension work with rural youth is established both by precedent and by legislative enactment. We are now reaching only about 40 percent of this group between the ages of 10 and 20 years, for an average period of 2½ years. The federal and the state governments could probably make no wiser educational investment than to provide the additional funds needed to enable us to double our present 4-H Club enrollment and thus allow us to reach the older rural youth group now receiving but little of our attention. Since, under the present social trends, approximately 50 percent of our rural youth eventually find employment in business and industry, the influence of increased educational effort with rural youth would shortly be evident in our cities as well as in the country.

TWENTY-FIVE YEARS OF EXTENSION WORK UNDER THE ACT OF MAY 8, 1914

C. W. WARBURTON

Director of Extension Work, United States Department of Agriculture

An excellent statement, given at Washington in 1939, of the general policy, philosophy, purpose, and future goal of extension. It marks the close of 25 years of national extension work, more than half of which had been under the direction of Dr. Warburton.

TWENTY-FIVE YEARS IS A PIN-POINT on the horizon of time, and yet the Extension Service, to which you men and women are bound by duty and high purpose to aid the rural life of America, may rightfully assert that in a quarter of a century it has accomplished far more for the public welfare than was ever dreamed of by its sponsors.

Today, as you all know, marks the twenty-fifth anniversary of the Cooperative Agricultural Extension (Smith-Lever) Act, and it seems a suitable moment for all of us to refresh our minds with what has gone before; where we stand today; and what problems the immediate future may present in various and challenging forms.

I do not want to take up your time this morning with a detailed description of all the steps that mark the trail of extension work as an organized system of education. Some of you are old enough to recall the pioneers—Seaman A. Knapp, A. C. True, W. J. Spillman, and C. B. Smith—each of whom had the same vision, a sound family farm life for America. Each approached his objective by a different route, but the force of their combined energy and courage brought to fruition agricultural extension as it stands today. Its purpose is still the same as these men conceived it—the development of individual initiative among the men and women who have clung to the soil of America. Let us give credit to whom credit is due.

Our generation and the one preceding it translated into action, through education, a program for growing better crops and livestock, better marketing, and better rural homes, but extension work as a public function is older than this. When friendly Indians taught the early settlers in America that corn would increase its tempo of growth if three moribund alewives were placed in each corn hill, farm demonstration made its initial bow. Today, the continued use of fish scrap as fertilizer gives testimony in behalf of the common-sense practice of the aborigines.

We have come a long way from this episode in extension work, for airplanes now wage war on crop pests by spraying fields and orchards. New ideas have been born out of the new problems that civilization has brought to America. The Extension Service has met the changing trends and emergencies, which have come faster in the last quarter of a century than probably in any period of our national life, except the quarter of a century after the peace of Appomattox. Through all this it is heartening to know that Extension Service has consistently maintained the ideals that are the essence of its being.

Washington Urged Gathering and Diffusing Agricultural Information

I have before me the words of George Washington—words that are as pregnant of meaning to the American people today as when he addressed the Congress in 1796. He said:¹

It will not be doubted that with reference either to individual or national welfare agriculture is of primary importance. In proportion as nations advance in population and other circumstances of maturity, this truth becomes more apparent and renders the cultivation of the soil more and more an object of public patronage. Institutions for promoting it grow up, supported by the public purse; and to what object can it be dedicated with greater propriety? Among the means which have been employed to this end none have been attended with greater success than the establishment of boards (composed of proper characters) charged with collecting and diffusing information, and enabled by premiums and small pecuniary aids to encourage and assist a spirit of discovery and improvement. This species of establishment contributes doubly to the increase of improvement by stimulating to enterprise and experiment, and by drawing to a common centre the results everywhere of individual skill and observation, and spreading them thence over the whole nation. Experience accordingly has shown that they are very cheap instruments of immense national benefits.

The Patent Office, which was the original seat of agricultural activities of the early government, followed Washington's suggestion that a national fair be held at the Capital City. And this was done in 1804. The city itself the following year contributed \$50 for premiums.

Early Efforts to Improve Agriculture

"How use doth breed a habit in a man" is strikingly shown as we sweep across the years to 1860. One of the first activities of

¹ Washington's address to Congress, 1796. (Eighth Annual Address, Dec. 7, 1796.) *Messages and Papers of the Presidents, 1789-1897*, vol. 1, p. 202.

the federal government was in the field of extension. Agricultural fairs sprang up throughout the nation. A farm press devoted entirely to agricultural matters came into being and steadily improved in character. Boys' corn clubs were organized in 1828; farmers' colleges were tried out in 1845; the state departments of agriculture published lengthy reports; and there was a call for the teaching of agriculture in public schools and in state-supported colleges. The people became land-conscious. They seemed to realize that all they had and were came from the land.

Land Grant College Act

But there were delays and occasional defeats, until President Lincoln signed the Land Grant College Act of 1862. The major objective for this program was a fundamental of extension work: Farmers' sons were to be educated, not away from the farm but to stay on the farm and to become better farmers. Experiment stations came into being under the Hatch Act (1887), and we were a step further in bringing money-saving information direct to the farmers' door. It was not until the nineties, however, that the term "agricultural extension" came into accepted use, and this grew out of the older university courses.

Before 1914, extension departments had been organized in 40 of the state colleges, Rutgers claiming the first honors in 1891. Short courses and farmers' weeks at the colleges appeared as part of our rural culture. Movable schools, extension schools, and agricultural trains became common, and the agricultural extension departments rapidly expanded, with even nonrural groups participating in agricultural courses.

In 1903, Seaman A. Knapp started his farm demonstrations in Texas to combat the boll weevil, demonstrations that soon spread to other Cotton States. A few years later, Spillman and Smith began their farm-management demonstrations in the Northern and Western States. It was this work of Knapp, Spillman, and Smith that provided the immediate background for cooperative extension work as we now know it, and the impetus for the passage of the Smith-Lever Act 25 years ago.

Extension Grapples War's Problems

When, in 1914, the civilization of Europe plunged into a nose dive and the orderly economic processes of the world were checked or shat-

tered, the United States, though far distant from the catastrophe, felt the shock. Some of the men got first-hand knowledge of the destructive influences of war, while others of us grappled with the countless tasks that the Extension Service on this side of the Atlantic was called upon to assume as a part of military activity behind the lines. The farmer's job was to feed the multitudes that were called into expanded industry and the destructiveness of conflict. The Extension Service, almost over night, went into action with new plans and new programs and was almost federalized during this crisis. How effectively it carried out its assignments should be a matter of historic pride, not only to the service itself and the Department of Agriculture but to the American farmer.

Once the Dove of Peace found at least a temporary roosting place at Versailles, our Extension Service, with its greatly augmented staff of agents and workers, returned to the routine task of making science the handmaid of the farmer's common sense. It did this without lost motion and merely changed its front.

In this mobility of the Extension Service is its strength and stamina. It is this that makes it a living force in lifting to higher levels the material and cultural life of those hundreds of thousands of families who "tend the land for a living."

"It Is All in the Day's Work"

While in the midst of restoring normalcy to agricultural methods, the aftermath of the war, the Extension Service has had to meet the sudden assaults of economic forces and of nature "gone native"—collapse of farm commodity prices, and the dislocation of credit markets, and drought and floods and dust storms. Not only has it faced imperturably these foes of the farmer in the spirit that "it is all in the day's work," but without hesitation it has accepted the arduous duties as the spearhead in the more recent Agricultural Adjustment program.

These efforts to create stability for national agriculture, and to bring an encouraging measure of security to the farmer, are matters of your working hours and your troubled sleep.

Adventures in Service Beckon

It would be presumptuous on my part to say what the future holds in store for the Extension Service. Unsolved agricultural problems still confront us. In that vast area of the Southern States there is a herculean task that demands the patient, purposeful, and under-

standing training of the individual farmer toward initiative on his part. You of the Extension Service must continue to be the educational guides in bringing this to pass.

And not the lesser part of your program is to teach the rural youth of America that it must hold to the land; that it must progress while it is holding—and, it must be aided, while it is getting a competence for its labor and skill. If the Extension Service had done nothing else in the 25 years, its accomplishments in 4-H Club work have amply justified its existence.

The firm grasp of friendship your home demonstrators have given to hundreds of thousands of farm wives and mothers is already driving drudgery out of the farm home and bringing the stimulating influence of comradeship where isolation once ruled.

It would be fatuous for me to suggest any code to which you must adhere in the future. Your record in the service signifies that you have held to the ideals upon which it is based. But we must never lose sight of the fundamental that the cooperative extension service must continue to be truly cooperative—a welding of the federal, state, and county governments and of the rural people. You must never forget the aid and support given to the extension program by the men and women of the farms who always heed your call for volunteers. Bear in mind that the Extension Service does not make programs for the people it serves, but rather is its purpose to aid the programs that rural leadership develops.

Circuit Riders of Today

I know you will never lose the common touch. You must have some of the zeal of the old-time circuit rider—zeal tempered, however, by the knowledge that life today is more complicated, that the issues are more confusing, and that you must strive to make simplicity the keynote of our message to rural people.

Above all else, even though your energies flag and petty irritations may take some of the zest out of the work, you must keep alive in the men and women and in the boys and girls who look to you for guidance the hope for an increased better way of life on the farms of America and the vision in which prosperity will give substance and beauty to every farm home.

This must be the goal of the extension service. In the unalterable logic of the Proverbs (29:18), "Where there is no vision, the people perish; but he that keepeth the law, happy is he."

TWENTY YEARS OF COOPERATION BETWEEN FARM BUREAU AND EXTENSION

L. R. SIMONS

Director, New York State Extension Service

The Farm Bureau developed in response to a need, early recognized by the United States Department of Agriculture and the land grant colleges, for some organized method of reaching all farm families with educational helps. Director Simons gives a brief review particularly of the early development of the national movement in this part of an address given at the Annual Meeting of the American Farm Bureau Federation, Chicago, 1939.

AFTER 25 YEARS OF ACTIVE SERVICE with both the Extension Service and the Farm Bureau, it is difficult for me to think of one apart from the other. In New York, as in many other states, county extension agents are jointly employed through a partnership of the state college and the county farm bureau.

An early extension bulletin of the United States Department of Agriculture contains the following definition:

A county farm bureau is an institution for the development of a county program of work in agriculture and home economics, and for cooperating with state and government agencies in the development of profitable farm management and efficient and wholesome home and community life.

In the growth of the extension and farm bureau movements, there have been four distinct steps: (1) The employment of county agents by the government, at first chiefly in cooperation with urban agencies and then with farmers; (2) the organization of county farm bureaus, to cooperate in program making and in the support and management of the county agent's work; (3) the federation of these county farm bureaus into state organizations, to plan and carry on a state agricultural program; and (4) the federation of these state organizations into a national body, to develop a national agricultural policy and to carry forward a program based on that policy.

All of this took place in the period from November 1906, when the first county agent was appointed in Smith County, Texas, to November 1919, when the American Farm Bureau Federation was organized. The greatest increase in the number of county agents occurred soon after the entry of the United States into the World War. Although the government had long recognized the importance of county agent work, war conditions re-emphasized the need for a county agricultural

agent and a home demonstration agent in each agricultural county, in order to insure an adequate food supply for the army and the nation and to assist in developing and maintaining satisfactory co-operative relationships between farmers and the government.

The government made large emergency appropriations for this expansion, and the field personnel of the States Relations Service of the United States Department of Agriculture was increased, to expedite the employment of agents in counties not then having them.

County Farm Bureaus Encouraged in North

At that time the States Relations Service was divided into two main offices, one operating in the South and the other in the North and West. The officials of the Northern and Western Office were already committed to the idea of the county farm bureau as the semi-official local organization for extension work and had assisted the states in organizing such bureaus in many counties. The Southern Office did not approve this plan, and therefore the farm bureau movement in the South did not gain momentum until after the organization of the American Farm Bureau Federation, in 1919.

The Northern and Western Office, in cooperation with the state colleges, proceeded to organize and conduct training schools for state extension workers, augmented in most of the larger states by several college-trained farmers. The speaker conducted such schools in more than 20 states. Following the schools, the states were divided into districts and an organizer placed in charge of each. In those counties where local funds were not readily available, the agents were employed on federal funds and the county association was called "Emergency Farm Bureau" or "Emergency Food Bureau." As rapidly as local funds became available, the county association changed its name to "County Farm Bureau."

State Farm Bureau Federations Organized

Along with the county movement came a steady increase in the number of state farm bureau federations. The States Relations Service also assisted in this development, chiefly for the purpose of encouraging the limitation of federation activities to education and organization. Standard constitutions and by-laws, recommended by the States Relations Service, were adopted with only minor changes in

several states. From the very outset there was doubt in the minds of federal officials that the farm bureau movement could long remain on a strictly educational basis. It was hoped, however, that this might be done, in order that continued unqualified government support might be given.

Early in November 1917, a group of county farm bureau presidents from the Northeastern States came to Washington to advise with government officials regarding war regulations affecting agriculture. For one thing, the truckers and fruit growers were apprehensive that the draft would take so many essential laborers that their crops could not be grown and harvested. These farm leaders talked with Secretary of Agriculture Houston, Food Administrator Herbert Hoover, and General Crowder and his staff in charge of draft regulations. The conferences were said by government spokesmen to have been most helpful in settling important differences and in developing policies of great benefit to agriculture and the nation during the remainder of the war.

National Farm Bureau Organization

At the conclusion of the conferences, four New York county farm bureau presidents, including E. V. Titus, of Nassau County, and Charles Porter, of Orleans County, remained in Washington to consider the need for a national policy. The meeting was held in the Green Room of the Raleigh Hotel, where the States Relations Service was represented by the speaker. After a long discussion, Mr. Titus said, "What we need is a National Farm Bureau with the state federations as member units." I replied, "Mr. Titus, I believe you are right. That is probably coming next."

Mr. Porter and I were delegated to confer with W. A. Lloyd and other officials in the Department of Agriculture. As a result of these conferences the writer sent the following letter, dated November 16, 1917, to Mr. Titus.

Dear Mr. Titus: As promised, Mr. Porter, of Orleans County, and I had a conference with Mr. Lloyd, of our office, regarding the matter of organizing a National Farm Bureau Association. Mr. Lloyd is agreeable to the plan, provided certain fundamentals are observed. Another conference with Mr. M. C. Burritt, of New York, further emphasized these fundamentals. They are about as follows:

1. In order to secure the active interest on the part of the officers of the farm bureaus in the various states, the movement should come from some recognized organizations or committee. It would seem desirable in the first place to present this matter to the New York Federation of Farm Bureaus with the idea

that they may perfect plans for starting the movement. I believe that, if this matter is thoroughly explained to this organization, they will be in sympathy with it. As I told you the other evening, it is always better to improve an organization by being on the inside than it is by offering suggestions from the outside. If, however, this federation does not see fit to officially take up this proposition, then the four farm bureau presidents who were in attendance at the conference here in Washington might form a special committee to perfect definite plans for launching the movement.

2. A high-class manager should be employed. This man should preferably have had some agricultural training or at least have an agricultural viewpoint. He should be a man thoroughly familiar with publicity campaigns, in order that he may be capable of starting and following up this big proposition. As we view the situation, there are other things which an organization of this kind should consider in addition to the farm labor proposition, and therefore, it should be organized with the idea in mind that it will be permanent or at least active during the present emergency. The movement will involve the raising of sufficient funds to carry it forward.

3. Every effort should be made so to work out the plans that the movement will not savor of pacifism or seem to be in opposition to the government program. I know that you men have the correct idea, but a movement that involves so many people may drift along the course just mentioned. This should be carefully guarded against at the outset.

You will find this Office willing to give you all necessary assistance, but you realize that the movement must come from the farmers who walk between the plow handles. After you have considered this matter further with Mr. Porter and the other men, we will be willing if you so desire to furnish you with the names of the extension directors in the several states in the North and West who in turn can give you the names of leaders in the farm bureau movement over the country.

Because of my absence from the Office, I would suggest that you write directly to Mr. W. A. Lloyd, who as you know is in charge of the county agent work in the Northern and Western States and is in a better position to give you the necessary aid than I am. However, you may feel free to ask me for any help that may seem necessary.

While the matter of organizing a National Farm Bureau had been mentioned by farm bureau leaders in a few states and by officials of the States Relations Service, it is believed that the November 1917 conference in the Raleigh Hotel, Washington, D. C., was the first attempt to initiate definite action looking toward the formation of a national farm bureau federation.

During the period from November 1917 to February 12-13, 1919, when the conference of representatives of state farm bureau federations was held in Ithaca, the New York Farm Bureau Federation, with the able guidance of H. E. Babcock and M. C. Burritt, took the leader-

ship in encouraging other states to form additional state federations and to discuss the possibilities of a national federation. Twenty years ago there were 984 county farm bureaus and 20 state federations in existence. Today there are 1,941 county farm bureaus and 40 state federations.

Since the organization of the first county farm bureau in Broome County, New York, 28 years ago, the New York State Extension Service has always maintained the closest cooperation with the farm bureau.

On this twentieth anniversary of the American Farm Bureau Federation, the Extension Service of New York extends heartiest congratulations. It is our particular desire that the policies of both the farm bureau and extension may be so maintained that our partnership may always continue for the best interests of rural people and the nation as a whole.

EXTENSION WORK—PAST, PRESENT, FUTURE

P. O. DAVIS

Director, Alabama State Extension Service

Part of a talk given at the Alabama Polytechnic Institute, 1940, on the development of education and the great problem extension workers have in reaching and influencing large numbers of people and giving illustrations of the progress made and future problems to be met.

EXTENSION WORK in agriculture and home economics is the third and latest division of the land grant college in each state. The first is resident teaching; the second, agricultural research upon which extension work is based.

Extension work in agriculture and home economics is educational, or teaching. It is in my judgment the highest form of education, in that it is the spread of information intended for immediate application by rural people on their farms and in their homes. A unique fact about it is that it was this nation's first organized system of education designed and operated to teach people where they live and work how to do a better job of what they are doing.

Third Step in Education

While being the third unit of the land grant college extension work, it is also the third and latest development in comprehension and approach of the American system of education. Let me review our educational epochs.

For thousands of years there was no organized instruction, and human progress was so slow that it hardly moved. Finally teaching emerged on an individual basis, that is, one teacher and one student. This was known as the tutorial system of instruction. Then came classroom instruction, in which the ratio of instruction in higher education was one teacher for 25 to 35 students. Classroom instruction is still in operation, with more people engaged in it than in any other form of education. Some 35 years ago the preceptor scope of instruction was started at Princeton University by Woodrow Wilson—a combination of the tutorial and the classroom—and this has spread to a few other universities that have adequate funds for its operation.

Then came extension work, the third and latest of these developments, or epochs, in education, with a ratio of one teacher to several thousands of students, not in classrooms, but on their farms and in their homes. In each county for example, the ratio is one county agent and an assistant to an average of 4,000 farm families, or about 20,000 farm people. The same is true of the home demonstration agent.

Alabama's Extension Campus

For the state as a whole our extension personnel is confronted with 273,000 farm families, or 1,386,074 farm people; and we must include urban people also, because all are dependent upon agriculture. In Alabama our campus is most of the 33 million acres of Alabama land. Our curriculum includes all things pertaining to the economic and social welfare of rural Alabama.

College professors do their teaching in classrooms and laboratories—most of it by lecture and discussion. Extension workers teach in homes, barns, fields, forests, orchards, gardens, school houses, churches, court houses, and wherever else they are able to contact people individually and by groups. They, too, teach by lecture and discussion; but also through the press, by publications, over radio, with visual equipment, by demonstrations, through leaders, and otherwise.

In approach, in obligation, in curriculum, and in ways of teaching, therefore, extension workers must exceed those in all other systems of education now in operation if they are to achieve what is ex-

pected of them; and this must be done for the economic and social welfare of this state and the nation. In addition to teaching, they must inspire people into action, both individually and collectively.

Extension work, in the main, is based upon either scientific research or facts gained by farm people through experience. Extension workers, therefore, do very little theorizing, but confine themselves to facts for immediate and practical application. Consequently they must be correct.

Classroom teachers meet their classes, once, twice, thrice, or five times per week at a stated time and place. Extension workers, however, are never able to meet all their students at one time. This is why it is essential for us to use the press, radio, publications, and other means. The Alabama Extension Service, for example, is now issuing five monthly publications, with a circulation of 185,000—one with a circulation of 92,000, is said to be the most widely distributed publication in Alabama.

A Few Achievements

It is appropriate to ask here the question, What has extension work achieved in its first quarter-century of operation? Many examples of achievements could be named, but probably the one most impressive is the fact that cotton production per acre is now 40 to 50 percent more than before extension work began. It is true also that our peanut production is 40 to 50 percent more per acre than 20 years ago. Likewise, livestock is more efficient in the production of meat, milk, and eggs. Less feed is required per unit produced, which means more efficiency with lower cost of production. These results, as you observe, trace back to the research on which extension work is based.

As a whole, farmers have increased their efficiency. This conclusion is revealed by the fact that from 1909 to 1929 the output per farm worker in this nation increased 27 percent. Coming to a more recent date, we find that the total output of the farms of this nation in 1939 exceeded by 3 percent the total for 1929, which was a banner year for both agriculture and industry. On the other hand, the industrial output in 1939 was 21 percent less than 1929. Yet we hear the criticism that the present agricultural adjustment program is one of scarcity. Certainly this is erroneous.

Farmers Have Accepted Science

The above achievements may be summarized by saying that during this first quarter century of extension work, farmers have ac-

cepted science and applied it with big returns to them in their production.

Before passing on from achievements, let me present a longer retrospection—one that spans the period of time paralleling the history of our great nation.

When George Washington became our first president 151 years ago, 19 farmers could produce enough food for themselves and one other. Hence, there were no burdensome surpluses. Now one farmer in this country can produce enough for himself, three in town, and one abroad. It is well to remember also that President Washington dined on the best food available from fields, forests, and streams, but he never tasted head lettuce, tomatoes, cauliflower, grapefruit, tangerines, and others of the many good foods now common to us.

Then Came Adjustment

Seven years ago extension workers were called into their second major duty—that of supervising and directing certain so-called “action” programs in agriculture, to achieve for farmers specific objectives requiring adequate legal machinery. Briefly stated, they were called to transform individual education and procedure into collective action.

Time does not permit detailed discussion of its history, but merely to mention the fact that this nation was in a very chaotic condition at the beginning of the last decade, or in the early thirties. We had huge surpluses of cotton, wheat, meat, and other farm products. Our warehouses, granaries, and packing plants were filled to the top with products from farms. At the same time long lines of hungry people in the cities were asking for food to sustain life. It was a condition of people in distress because they had too much of the things they needed most. It was the first time for the American people to be faced with a paradox of economic distress in the midst of abundance.

Under this condition the Agricultural Adjustment Administration began under a federal law enacted in 1933. This law had several objectives, among them that of adjusting farm production to the market at fair prices to the producers. Contrary to statements still made, it was not a program of scarcity, but one of managed abundance.

Another major objective was and is to bring farm income up to the level of other groups. Much progress has been made in this, but even now farmers, who constitute 24 percent of the population of this nation, receive about 12 percent of the national income. Part of this

is due to our tariff structure and part to other things. That is why farmers are entitled to parity payments, or subsidies.

Some Important Facts

Thus far I have talked primarily about extension work in relation to the production of agricultural commodities, in which we have an achievement record gratifying to all who have participated. The question now arises, Has the problem been solved when all factors of society are included in the consideration?

In answering, we find that some 10 million people of the United States are now unemployed and want work. Among these are about 1¼ million farm boys and girls of employable age who are stranded between inadequate employment on farms and nothing to do in cities.

Most banks have more money than they can put to work, even at very low returns, with safety. The total idle money in this nation is being counted in billions of dollars.

Vast natural resources remain in the raw state, awaiting development and utilization. In both human and natural resources we are the richest nation in all the world. We have about everything that is needed to make a great and prosperous nation.

The effectiveness and soundness of our government is demonstrated by the fact that during our first 151 years, we, with 7 percent of the people of the world, have more schools and colleges than all other nations combined. We own and operate 70 percent of the automobiles on one-third of the highways of the world; and we—this 7 percent of the world's population—use 25 percent of the sugar and coffee and 75 percent of the milk.

Science and Democracy

These facts do not make sense as a whole, because they reveal that we still have human distress in the midst of an abundance of the materials that human beings need and want for comfortable living and security. What, therefore, is the trouble?

Answered briefly, it appears that the natural sciences have outrun the human sciences. The total picture, therefore, does not make sense, in that we have too much and too little at the same time and place. In my judgment, the next big step in our social and economic progress will be to develop the forces of democracy and bring them up in line with the forces involved in our natural sciences.

We are living in a revolution. Along with natural forces we are

in the grind of social forces beyond our immediate control. We need, therefore, a longer as well as an immediate viewpoint. We must deal with the world as it is, not as our mentors would have us see it.

I said at the beginning of this talk that progress is made as knowledge spreads and is applied. This is true of the social problems as well as of those of production on farms or in factories. This being true, it is our duty in extension, as well as that of others connected with the land grant colleges, to give intelligent direction and leadership in the solution of the problems of human relations and distribution as well as to the problems of production. It must be done for the welfare and safety of all.

PHILOSOPHY OF THE EXTENSION SERVICE

D. F. EATON

Agricultural Agent, Ford County, Texas

The following remarks, given in 1944, are the result of the experience of a lifetime spent in county extension work. They add up to a wholesome extension philosophy.

MY CONNECTION WITH THE TEXAS EXTENSION SERVICE began on August 1, 1914. I was 33 years of age at that time and am now 67.

In early days, we used a horse and buggy for transportation. My first car was a one-cylinder Brush.

Our early service was missionary in spirit. Three to four days per week were spent out in the county visiting farmers. The nights were spent in farm homes.

We frequently did without dinner and made long drives late into the night to get home. Sometimes we had to approach several farm homes before we could get lodging.

My co-worker as first home demonstration agent was Mrs. Ben Kittle. Her work involved gardening, canning, and sewing. Well do we remember the old-time capping steel, the soldering iron, the solder-rimmed can tops, and the early hot-water cookers.

Early 4-H Club work for boys was limited to demonstration with crops and later with hogs and baby beeves; for the girls, growing and canning tomatoes were the demonstrations.

The greatest comfort that has come to me, and the most satisfaction while doing it, is 4-H Club work. Two of my former 4-H Club boys, both now nationally known, paid me for many hours of extra

work and trouble. One said, "You have had as much influence on my life as any man I know, and if I ever do anything worthwhile, you'll be largely responsible for it." The other said, "The information gained and the experience obtained in 4-H Club work has been worth more to me than the information from all other sources." Both are college graduates and leaders in their fields.

The demonstration was an innovation in practice agriculture. It has proved its merits and is now an accepted method of teaching. From it stemmed the extension services and a new day in agricultural endeavor.

So little of what you must know has been written in books, and not much of it can be learned in a day. College training is indispensable now. To establish, carry on, and complete a demonstration requires that you, the demonstrator, have a vision of what you are undertaking. People must have confidence in you and in what you offer. You must follow through. You must know and understand people. You must have a following if you are to be a successful teacher.

The fundamental philosophy of the demonstration is the development of the operator along with the practical application of the demonstration. From the use of proved practices taken from the field of research and put into effect on the farm, ranch, or in the home, come human developments and growth on the part of the farmer, mother, or child and finally the group or community.

Sometimes you will become confused and bewildered when you survey the field and plan your program. What shall the approach be? How can I best allot my limited time? These questions will be answered if you make the correct appraisal of the situation. You can be another hoe hand on the farm or you can do something outstanding. A few things well done are better than many things poorly done.

One thing that is always before us is the itinerant phase of the service—no abiding home, no assurance of length of service in any county, and the certainty of moving on again some day. Resistance will develop if you are active and aggressive; and all of us fail somewhere along the line.

Some of you may feel that you are in isolated counties and that you are neglected by your supervisor; but always remember that any county is worth our best efforts. The opportunities may be more clear cut than in counties more heavily populated and better situated.

With the passing of the years, competition between our service and other federal and state agencies has grown. Our methods have been simulated and our fields invaded. This, however, has tended to make us alert and to drive us closer to the observation of our own fundamentals; and it has formed the basis for our sound growth and development and assured our future.

Disconcerting as this overlapping may be, however, let us be reminded that the present trend is back to our way of thinking and doing, in the minds both of the general public and of legislative bodies.

We have survived the ambitious outbursts of many extension fads during our day, accepting, however, whatever of good was involved and utilizing it and adding the practical and useful elements of each to our program. Our motto has been, "Be not the first by whom the new are tried, nor the last to lay the old aside."

There is one development that must not be overlooked. During the past decade, there has developed a distinct agricultural press. In it we find some of our most distinguished thinkers and writers. This is doing more than anything else to popularize the field of agriculture and agricultural extension work and to familiarize the public with their purposes and practical information.

EXTENSION'S WAR RECORD IN HAWAII

H. H. WARNER

Director of Extension Service, Hawaii

Part of a talk given at Honolulu, 1946, on extension work in Hawaii, an especially interesting account because of the Pearl Harbor attack. Extension was called upon for many and varied services during the early hectic days on our vulnerable outpost in the Pacific.

WHO AMONG US WILL EVER FORGET that Sunday morning—the gunfire that at first we thought was practice? Then the screaming sirens, the clouds of thick black smoke rising from Pearl Harbor. The radio announcer's voice, calm in those first few seconds, "We interrupt our program to announce that Oahu is under attack by a hostile air force." The growing tension of his voice as he gave the orders to the military, "Service men on leave report to your posts at once, firemen report to your stations, civilians stay off the streets and don't

use the phones." That instant's pause, when he said, "I think we should play the Star Spangled Banner." A girl's voice breaking in breathlessly, "I'll get it"! Then the choking break in the announcer's voice as he said, "The Star Spangled Banner, folks, we'll keep it waving." The frantic radio appeals for doctors, nurses, and blood donors. And the final assurance, "This is the real McCoy."

Hurriedly gathering in the Governor's office were those who had been engaged in planning for food production; for evacuation of civilians from the city; for the importation of civilian supplies; and for other phases of the emergency program. These scenes were duplicated all over the territory, and from the first day, extension workers were in the thick of the struggle.

Extension Assisted in All Phases of War Work

Four of our staff of specialists were at once called into service by the Office of the Military Governor. This threw additional responsibilities on the remaining members of the administration staff.

In the rural districts, extension agents cooperated closely with extension specialists in the Governor's office, carrying out under the specialists' supervision many special wartime jobs assigned to them by the military government.

The farm agents took several livestock and poultry censuses. Specialists classified, tabulated, and interpreted these figures and later used them as a guide for importing feed.

Extension agents assisted farmers with a great array of forms that they were required to fill out before they were allowed to purchase many kinds of materials and supplies. They also, upon request, supplied information to draft boards concerning the farm activities of farm boys eligible for selective service. When certain workers, frozen to their jobs by order of the military government, asked to be released in order to go to work on farms, the military authorities, before granting such releases, sought information and advice from the farm agents.

Under authority granted by the Office of Food Control, the agents issued permits that allowed farmers to slaughter sows that were no longer suitable for breeding.

When the Army or Navy needed to take over farm lands for military purposes, they asked the county agent to appraise the value of the crops growing there.

Some agents assisted in registering and fingerprinting the local population.

Food Conservation Aided by Extension

In those days when every ounce of home-produced food meant another inch along the road to victory, it was necessary to distribute our home-grown food in the most equitable manner possible. Again the military government turned to extension for help.

In an effort to have more food to distribute, the entire extension organization encouraged home gardens in rural districts in Honolulu. Assistant farm agents were placed in plantation communities to teach plantation families how to grow vegetables and backyard livestock and poultry. As a result of the extension program, rabbits and muscovy ducks appeared in back yards all over the territory.

To have more home-grown feed for all types of livestock and poultry, extension agents encouraged the planting of koa haole, pigeon peas, and other legumes. They told farmers how to use such local by-products as molasses, cane strippings, and pineapple pulp.

Several home agents taught nutrition classes sponsored by the Red Cross. Many agents did this work outside extension hours.

In one county the home agents planned menus and purchased food for the inmates of a government camp for alien internees. In the same county the extension agents, men and women, cooperated with other groups in the community in arranging a mammoth exhibit of tropical fruits and plants, particularly of kinds that would keep a soldier alive if he were forced to subsist by his own efforts for some days or weeks in a tropical jungle. Included were displays that showed how to use the products of the cocoanut tree for food, drink, and shelter. Thousands of service men viewed this exhibit and came away realizing that no one need to starve in a jungle.

Some Examples of Other War Work of Agents

Several agents supervised 4-H Club girls and home demonstration club members as they made candy and cookies for hospitalized service men.

Home demonstration agents encouraged club members to sew and knit for the Red Cross.

Many of our agents served as volunteers on panels of the Office of

Price Administration. It was their job to keep informed on ceiling prices and to report violations.

When there was no butter in the markets, home economist specialists found a way to make butter from cocoanut oil.

Home demonstration agents visiting the homes of hog raisers in those days saw garbage swimming with grease that was being thrown away. Knowing the need for conserving fat, the agents showed the homemakers how to utilize it in making soap.

When the people of the territory tensely feared invasion and that fighting might occur in the streets and in their dooryards, extension specialists helped homemakers prepare for any such emergency by showing them how to make and equip a simple first-aid kit.

A compact evacuation kit, in which food supplies and necessary personal belongings could be conveniently carried, was prepared for use by families in certain so-called "evacuation areas."

In addition to these extension-sponsored war jobs, home agents and specialists gave almost unbelievable time to other community services. They drove Red Cross trucks, served as hostesses at USO's, and donated blood to the blood bank.

Alien Japanese Turned to Extension for Help

The results of much of the work I've been talking about can be measured—so many pounds of food produced, so many acres planted, so many gallons of gasoline rationed. But our agents did another kind of war work that cannot be measured. It can't be measured because its results were felt, not seen—felt in the hearts of thousands of alien Japanese men and women all over the territory. Bewildered and frightened by countless military restrictions, many of which they didn't understand, the alien Japanese turned for help to extension county agents, whom they had learned to trust through years of friendly, helpful contact.

Many of Hawaii's alien Japanese wanted to help in the war effort. Some didn't know where or how to offer their services, and they were uncertain whether their assistance would be welcome. Extension specialists and agents encouraged them to help and found opportunities for them to do so.

Will the historian writing of Hawaii's part in World War II remember to describe the home demonstration agent sitting in the living room of a plantation laborer's house reminding the homemaker

to see that the entire family got to the school house to be registered and fingerprinted? Or the agent at a club meeting telling the women that their typhoid shots wouldn't make them very sick? Will the historian say how many aliens gave their blood to the blood bank because extension agents assured them that there would be no serious after effects?

And who can say how many vicious rumors were destroyed by extension agents? Every county office had at least one excited, frightened caller every day—a caller who asked, "Is it true that they're going to?" Who can measure the added efficiency with which that caller went about his work the next day because his friend—the county agent—had assured him that the rumor was without foundation?

THE FARMER AND HIS LAND GRANT COLLEGE

EDWARD A. O'NEAL

President, American Farm Bureau Federation

In this statement, one who for many years has been a leading farmer-supporter of the land grant colleges pays a fine tribute to the worth-whileness of the work of these institutions. Given at State College, Miss., 1947.

THE PASSAGE OF THE SMITH-LEVER ACT in 1914 opened up a new era in the life of the land grant institutions. That legislation made it possible to place a trained man in each county to work directly with farm people and to increase the effectiveness of the crusade for better farming methods by at least a hundred-fold.

Organization of County Farm Bureau

Only a few years later came what I consider the crowning event of this series of developments—the movement to set up an organized group in each county to work with the county agent. This movement got its greatest impetus during World War I, when it became apparent that food would be the one weapon of war that we simply had to have. The sole purpose was to increase production. When the war had reached a critical stage, President Wilson sent a message to a farmers' conference at Urbana, Illinois, in which he stated:

County agents, joint officers of the Department of Agriculture and of all the colleges are everywhere cooperating with the farmers and assisting them. The number of extension workers under the Smith-Lever Act and under the recent emergency legislation has grown to 5,500 men and women working regularly in

the various communities and taking to the farmer the latest scientific and practical information. Alongside these great public agencies stand the very effective voluntary organizations among the farmers themselves, which are more and more learning the best methods of cooperation and the best methods of putting to practical use the assistance derived from governmental sources.

You will note the stress he put on the "voluntary organizations," which were the farm bureaus. The then Secretary of Agriculture, David F. Houston, wrote in his annual report in 1918, concerning agriculture's needs:

Another is the need of improving the organization of our agricultural agencies for the purpose of intelligently executing such plans as may seem to be wise. We shall attempt not only to perfect the organization and cooperation of the Department of Agriculture, the agricultural colleges and the state departments, and the farmers' organizations, but we shall especially labor to strengthen the local farm bureaus and other organizations which support so effectively the extension forces and to assist them in their activities. This is highly desirable, not only during the continuance of the present abnormal conditions, but also for the future.

Organization of State Farm Bureaus

These quotations outline clearly the philosophy under which the county farm bureaus were organized. Now we come to a very important milestone in farm bureau history, as well as in the development of the extension service. The county farm bureaus during the years of war had come to speak for farm people on public issues. Farmers immediately recognized the farm bureau as the answer to a long felt need for an organization through which they could speak authoritatively and vigorously on public issues. They began to federate the county organizations into state farm bureaus, and in 1919 they banded the state organizations into the American Farm Bureau Federation, which was to speak for all of agriculture at the national level.

There were some in government who disliked this development. They wanted the farm bureau to remain solely an adjunct to extension. But the great majority of farmers, and many in government and in the land grant institutions, saw the matter in quite a different light. They were convinced that what farmers needed above everything else was a fighting front. They believed that the farm bureau, without minimizing its educational features, could become even more effective on behalf of the land grant institutions, as well as vastly more effective in fighting for farmers, if it stepped into the new role proposed for it. There was no stopping the farmers. They approved the proposal overwhelmingly, and so a great national farm organization was born.

American Farm Bureau Organized

How great has been the development since then! Today we have more than 1,128,000 farm families maintaining membership in the farm bureau, and in 2,160 counties out of 3,069, we have active county farm bureaus. Since I became president of the federation in 1931, our membership has increased 309 percent.

In commenting on this development a few years ago, C. B. Smith, who has been federal Assistant Director of Extension during the war years, had the following to say :

A government-built educational agency cannot with propriety be a legislative agency and speak the language that is heard and heeded in Washington. If the farmers of the nation were to secure action on the many great agricultural problems that followed the close of the war, they needed a fresh, aggressive, forward-thinking farmers' organization of their own to speak for them.

We realized, too, that extension, reared in the atmosphere of the colleges and the federal Department of Agriculture, was conservative in its thinking and unaccustomed to handling the larger matter of commerce, cooperatives, and economics. The people usually are ahead of government in their thinking. And so the American Farm Bureau Federation was born, not because of any united urge from the extension agencies, but because forward-thinking farmers, impatient of delay, believed the time was ripe for aggressive action, legislatively as well as educationally, and saw in the county farm bureau—which they had had a part in building—the basis for such an organization.

In the light of subsequent events, we cannot wish the matter undone, the issue of it being so favorable to the farmers of the nation.

Land Grant Colleges—a Fine Example of Grant-in-Aid

In the land grant agencies we have the finest example of the soundness of the principle of federal cooperation through grants-in-aid to the states. Of every dollar spent for extension work, 69 cents is spent at the county level, 29 cents at the state level, and only 2 cents at the federal level. The states, to qualify for the grant, must meet certain requirements, but they pretty much run their own show. They retain the initiative, and with extension set up as it is, it is the farmers themselves who really make policies. Federal aid is justified, is necessary, and is inevitable, with such varying conditions prevailing among the states. But federal aid will never be permanently satisfactory without a maximum of state and local control. Otherwise the development of bureaucracy will eventually wreck it.

You have another outstanding example of the soundness of the principle right at home here in the way the Tennessee Valley Author-

ity carries on soil conservation work. The TVA supplies the money, but appropriates it through the state college—not to set up a new agency, but to pay assistant county agents who work under the regular extension program. My own county of Lauderdale, Alabama, is an outstanding example. We have 4,287 farmers, and the average size of farm is 73.7 acres. In that county, 75 percent of the farmers, who operate about 90 percent of the land, are cooperating in the soil conservation and land use programs. Outstanding work in this field has also been done in Mississippi and in other states in the TVA area.

Congress Has Great Confidence in Land Grant Colleges

Congress through the years has shown great confidence in the land grant colleges, and that confidence reflects accurately the feeling of the people of the land. When the Research and Marketing Act of 1946 was passed to vastly extend research in agriculture, the law directed that the bulk of the work be done through these agencies. There was unanimous agreement on this point. When Congress passed the Farm Labor Bill to meet the war emergency, it provided for administration through the colleges and the Extension Service.

When the first Agricultural Adjustment Act was passed in 1933, to save agriculture from ruin, the Extension Service was called on to carry the burden of getting this huge program under way. A remarkable job was done, considering that a new uncharted field was being opened up. In those early days, it was the farmers themselves, under the leadership of the county agent, who really got the program on its feet. Much midnight oil was burned by tired extension workers and farmers in those days.

In my travels around the country it is my observation that in the counties where farmers were well organized, a pattern of effective action was established that persists today. It is a fact that in many counties, farm bureau, extension, and all the federal agencies have worked closely together at the county level.

Extension Benefits Masses of Farm People

I wonder how many people fully appreciate what the land grant institutions really mean to this country and to the people of the land. Agriculture, the great basis industry, larger than any other, is made up of around 6 million separate units, each of which is generally run

by a farm family. Here, unquestionably, we find the finest family life in this country. Big cities do not nearly maintain their populations, and replacements can come only from the rural areas. Just about 40 percent of the people depend on agriculture for their livelihood.

The system of representation that we have given to rural areas has given them the balance of power in the Congress. How vital, then, are the rural areas to the future welfare of our nation! The point I am leading up to is that the land grant colleges and allied agencies, through their educational and extension programs, reach out and touch the daily lives of the great bulk of the rural population. Farm people have come to depend on them because they have always found that they can do so. These institutions, through education and demonstration, have taught our farmers the methods and practices that have made them the most efficient producers of food and fiber in the world. They have contributed immeasurably to educational and social progress in the country. No other group can fairly claim to have done so much to restore the agrarian ideals that were temporarily eclipsed during the years when the industrial economy was attaining maturity.

Land Grant Colleges— a Coordinating Agency

Bewildering changes in economic, political, and social conditions have come with startling suddenness since the turn of the century. New conditions demand new approaches. Many new agencies serving farm people have come into the field, and in many cases they have created confusion and misunderstanding. The work that is being done is necessary, but it needs to be coordinated. It can be coordinated, and eventually will be. It is my conviction that we already have the agency that can most effectively do the job. It is the land grant college, along with the allied groups that have been developed around it.

A bill was introduced in Congress last Friday designed to coordinate the work of all the agencies dealing with agriculture through the land grant college group. This is the agency that has been tried and not found wanting. This is the agency that has held steadfastly to its sound philosophy and ideals through all the turmoil of two wars and a great social and economic upheaval. This is the agency that has done more than any other to make American agriculture the admiration and envy of the world. It is the agency, more than any other, that will march side by side with farm people as they move on to an even greater future.

COMMEMORATING THE ENACTMENT OF THE SMITH-LEVER LAW

T. B. SYMONS

Director, Maryland State Extension Service

Part of an address in honor of the thirty-sixth anniversary of the signing of the Smith-Lever Act, given in Washington, D. C., May 8, 1950.

ON THIS DAY, May 8, 1914, 36 years ago, President Wilson signed the Smith-Lever Law. With the passage of this notable legislation there was inaugurated the most far-reaching system of adult education and rural youth training that this or any other country has experienced and enjoyed.

It especially provided for the inspiration, education, and general welfare of rural youth through the notable 4-H Club movement. Thus was established a system of education and assistance to rural people, primarily through demonstrations, that has extended to all parts of our country, including Puerto Rico, Hawaii, and Alaska. We rejoice that this unique system of education is being rapidly extended also to other nations of the world.

The act itself is a model in legislative perfection, brief, yet comprehensive; specific, yet all embracing in setting forth its desired purpose—providing means for cooperation by the federal government and the states in diffusing knowledge through practical demonstrations in agriculture and home economics to the people on the land and in the home. The act provided for the first time in the history of our country for the creation and prosecution of cooperative extension work of the United States Department of Agriculture in cooperation with the land grant institutions, in every state of the union and in the territories. This fact alone has marked a development in adult education that is without parallel in emphasizing our democratic and cooperative way of life.

Great credit is due the previous and present leader of the cooperative extension work and his associates for so ably and harmoniously promoting and achieving a cooperative spirit by the federal government on the one hand and the states on the other. Could we express the hope that this cooperative spirit might be more sympathetically emulated as a pattern more assiduously promoted and achieved in all areas of cooperative relations between our federal and state agencies? This uniform cooperative program establishes a solid foundation that

has proved its efficiency not only in formal relations between the federal government and the states, but in promoting human relations between the great body of cooperative extension employees that has resulted from the mutual and successful programs in behalf of agriculture and home economics.

Historical

It is impossible in this brief presentation even to record the steps of progression prior to the enactment of this law. Suffice it to say that from the early days of this nation, George Washington, and later Thomas Jefferson, directed the thoughts of our people to improving agricultural practices and the conservation of our great national resources, especially our soil. Thomas Jefferson carried the torch of education of rural people, and in fact of all people, by urging the introduction of free public education.

The establishment of the land grant colleges and experiment stations, and of various agricultural and scientific societies, led to the general demand that the results from these institutions be carried to rural people through practical demonstrations in the field and in the home. Various other influences directed the attention of leaders and of the Congress toward providing some effective means of reaching and teaching rural people in scientific agriculture. The introduction of such pests as the San Jose scale, the cotton boll weevil, and others, in the early 1900's stimulated active demonstration work in their control and led to the appointment of county agents by Seaman A. Knapp in the South.

The splendid results of this work, which was financed partly from private funds, set the stage for the introduction of various bills in the Congress providing public funds for this purpose. On June 12, 1911, Asbury F. Lever, of South Carolina, member of the Committee on Agriculture and Chairman of the Committee on Education, introduced the Lever Bill for federal aid to the agricultural extension work of the land grant colleges.

A modified form of this bill was drafted by the Executive Committee of the Association of Agricultural Colleges and Experiment Stations, officers of the National Soil Fertility League, and representatives of the United States Department of Agriculture. This bill was introduced in the Senate by Hoke Smith, of Georgia, on July 16, 1912, and by Mr. Lever in the House the next day. During the course of the

hearing in the House, the chairman of the committee stated that there were pending 16 bills for federal aid to extension work.

It is appropriate that we, today and annually hereafter, pay tribute to those outstanding members of Congress who had the vision and determination to father such bills and finally to win the passage of this constructive legislation, known as the Smith-Lever Act of 1914.

Space and time forbid citing the many leaders in American agriculture who were instrumental in implementing this legislation, but any citation would be sadly lacking without the mention of Bradford Knapp, A. C. True, W. S. Spillman, and C. B. Smith, who individually and collectively developed the memorandum of understanding that created a division of cooperative extension service at each of our land grant institutions. This document, the first of its kind in the nation, is held today as a sacred cooperative agreement between the land grant colleges of the country and the United States Department of Agriculture. It is fair to say that during the past 36 years many events have occurred to question the fundamental tenets of this memorandum, but extension officials of the several states, as well as of the Department of Agriculture, point to this memorandum of understanding as our Extension Bible, for carrying forward the cooperative educational system.

Results

Any statement by me citing the results of this great system of education and demonstration would be inadequate. It has taught farmers and homemakers to think and act for themselves. It has developed remarkable leadership among rural people in this country. The resulting ideal of extension to help people themselves has been a motivating force of incalculable benefit. In my first annual report in 1915, I stated:

The proper ideal of an extension service is expressed in its name, to "extend services" to every one within its reach throughout the state. The aim of the service is to demonstrate facts, increase incomes, and make more happy homes.

These words, I am sure, express the sentiments of all extension workers throughout the nation. Our extension agents have established themselves in the hearts of our rural people. This confidence has not been betrayed. So today the cooperative extension service is accepted as an unbiased agency working solely in behalf of all the people. I say *all* the people, for in recent years urban demands have become more

and more pronounced. I am satisfied that there remains a great opportunity to serve urban and city people also in the future, as we are now serving our rural population.

I was a little surprised recently to observe that efficiency per worker on the farm has advanced in greater proportion than that per man in industry. This is due to many influences, mechanical and otherwise, but it accounts for the fact that in 1910, shortly before the passage of this law, one worker in agriculture produced food and fiber for 5 people in the United States and 2 outside the United States. In 1949, one worker produced food and fiber for 11 people in the United States and 2 outside the United States. In other words, in 1910 our farm population was 33 percent of our total population. Today the farm population is 18 percent of our total population.

From all angles, then, the passage of this law and the response of the people in supporting extension work by the various states and the federal government over the years has resulted in outstanding results to the nation.

May this initial ceremony in commemoration of May 8, 1914, serve further to inspire our extension workers; may it recognize the tremendous power and assistance of farm and home leaders; stimulate from year to year an intelligent rural citizenry to improve constantly their standards of living and carry on more profitable and efficient farming; and may it lift the vision of our rural people to the possibilities of happy living and a contented life.

As we think of the 36 years that are gone, and with our eyes and thoughts turned to the years ahead, we can say with James Russell Lowell,

New occasions teach new duties; time makes ancient good uncouth;
They must upward still, and onward, who would keep abreast of Truth.

Chapter 9

LOOKING TO THE FUTURE

Successful extension work has to be alert and dynamic. It must constantly face towards the future and keep up to the minute in its plans and methods.

THE PLACE OF THE LAND GRANT COLLEGE IN THE PUBLIC EDUCATIONAL SYSTEM OF THE FUTURE

JOHN A. HANNAH

President, Michigan State College

Part of a speech made before the Land Grant College Meeting, 1944, directing special attention to the great possibilities of present-day leadership on the part of the land grant colleges—a challenging statement.

LAND GRANT COLLEGES are institutions that came into existence in a troubled day not unlike our own. In 1862, when Washington was resounding with the echo of the distant guns of the Civil War and stark defeat weighed down that gaunt, tired, reviled President, Abraham Lincoln, Senator Morrill's land grant college bill was placed before him. Lincoln did not look at the learned veto President Buchanan had directed to the bill 2 years before. He looked at the nation and the nation's need.

Westward there stretched to the shores of the Pacific a great nation. It needed agricultural development; it needed engineering and scientific leadership. Lincoln looked ahead. He signed the bill—a bill that was probably the outstanding single event of the educational history of the world.

With the signing of that bill, education came out of the cloisters of the past and addressed itself to the service of the American community. Agriculture and engineering were emphasized in their relation to the lives and letters of living men. The soil of Michigan, Texas, and California became as worthy an objective of scholarly attention as the letters and arts of Greece and Rome.

The accomplishments of our land grant colleges and the progress that is being made in many directions are monumental. These accomplishments, the progress, and the great confidence of people in our

land grant colleges, however, may become a danger and a hazard to our future well-being—the situation is one that may well breed complacency and self-satisfaction. It is a situation in which we may easily grow fat and lazy and, after some years of basking in our own reflected glory, awaken to find that the services we had formerly performed are being more adequately provided by others.

Land Grant Colleges Have the Confidence of Common People

The greatest asset of our land grant colleges is the great confidence that the common people have in them. Public confidence, however, is a fickle thing. To be maintained, it must always be cultivated and fertilized—cultivated through continuing useful services, fertilized with new ideas, new programs, new developments, to meet the ever-changing public need.

For more than a thousand years ancient Greece and Rome gave to the western world their leadership and dominating character. The Dark Ages, and later the Middle Ages, came to their respective ends. The Modern Age drew its character and its strength from western Europe, and that now is plainly passing into history. The world's center of gravity—political, economic, and intellectual—has crossed the Atlantic. The Age of the Americas has come, and that fact should have a profound effect upon our institutions.

Our land grant colleges were built to serve the nation and the nation's need. A living college must rise or fall upon its ability to serve.

Our principal and primary function has always been and must always be the education of common people.

More than 300 years ago John Milton gave us a most adequate definition of an education in these words:

I call therefore a complete and generous education that which fits a man to perform justly, skillfully, and magnanimously all the offices, both private and public, of peace and war.

Education a Continuing Process

There is a growing realization that there is a single objective for all education and that education is a continuous process from the cradle to the grave. The responsibility for the different phases of an education is divided. Part of it can be adequately furnished only in the home; part of it is best taught by the church; an important part

must come in the primary and secondary schools; and part of it can be acquired only through the hard experience of life lived in contact with other members of the common community.

Colleges and universities have grave responsibilities. Theirs is the responsibility of training leadership in almost every field of human endeavor. The future of our states and the future of this nation rest directly upon the leadership of this and succeeding generations, and this leadership will come pretty largely from the colleges and universities.

Our land grant colleges were dedicated to the training of common people, and this dedication carries the responsibility of providing honest leadership for the best interests of the common good, divorced from all selfish motives and from all political influences of every nature. Thomas Jefferson once said:

Our liberty can never be safe but in the hands of the people themselves, and that, too, of the people with some degree of instruction. That people will be happiest whose laws are best and are best administered. And laws will be wisely formed and honestly administered in proportion as those who form and administer them are wise and honest. When it becomes expedient for promoting the public happiness that those persons whom Nature has endowed with genius and virtue should be rendered by liberal education worthy to receive and able to guard sacred deposits of the rights and liberties of their fellow citizens, then they should be called to that charge without regard to wealth, birth, or other accidental condition or circumstance.

Our colleges should not be content with only the training of outstanding agriculturists, or engineers, or home economists, or teachers, or scientists, or lawyers, or doctors, or veterinarians—it is not enough that our young people be outstanding technicians. The first and never-forgotten objective must be that every human product of our educational system must be given that training that will enable him to be an effective citizen, appreciating his opportunities, and fully willing to assume his responsibilities in a great democracy.

Extension Must Reach All Farmers

There is always a tendency for our extension programs to become concerned primarily with the improvement of the economics of rural people. And this to the point where we completely forget that everything in the direction of furnishing information requires guidance and leadership in those directions that will make living on our farms and in our rural communities more pleasant, and more satisfying, and more useful. This is of almost no less importance than improvement

in economics. Because it is easier to work with the more progressive and prosperous elements of our rural communities, the tendency is always to do more and more work with them and less and less with that much greater number who need it more.

Unless we ourselves are ever mindful of that situation, we may find some bright morning that those people with whom we have few contacts, being much greater in number, have repudiated us. It is much better for us to be aware of this situation—adjusting our programs to meet this problem, possibly setting up an entirely different type of service to meet the needs of those people with whom it is less easy to work.

Our greatest danger is not from without but from within—the danger that the very general acceptance and general commendation directed toward our agricultural extension services may cause us to be pretty well satisfied with ourselves; and that it may cause us to forget that we are public servants and that our work is not well done unless we have reached the maximum possible number of people living in our rural communities. If we continue to do less and less with the greater number of our rural people who are less progressive and who are more difficult to work with, in the end that may prove our undoing.

Extension Must Retain Able Workers

The future of our extension programs will be determined to a large degree by our ability to keep in the counties agricultural agents and other field workers of the high quality that is required. Certainly it is evident that our county agricultural agents must be men of outstanding ability and broad vision, men who are both practical and scientific. The office of the county agent becomes more and more the center of all the agricultural activities of the county.

One of the real problems of the future is going to be our ability to pay salaries that will keep in these positions men of the competence that is required. We have been inclined to undervalue their services, forgetting that the responsibilities of a county agent are greater than those of a college teacher. Ability to acquire and hold public confidence is a rare skill, and without it our whole program in the county cannot function effectively. If we are to have men of the competence and quality required, our county agent salary schedules are going to have to be substantially higher than they are now.

The county agent's office should not be a training school for private industry. A man becomes more valuable as he gains experience and establishes public confidence in himself. Personnel within the counties cannot be shifted without impairment to the program. On our campuses, where we have different groups of students each year, the coming and going of professors or department heads presents no serious problem. The coming and going of a county agent, however, is an entirely different matter. Each new worker is of little value until he has established public confidence in himself. These positions must be sufficiently well paid to make it possible for us to keep in them men of the very outstanding ability required to do the work well.

The public that maintains our publicly supported institutions of higher education has a right to look to them for intelligent, enlightened, unselfish leadership. If our institutions are properly operated, free from partisan political influences and selfish motives, they can be to even a greater degree citadels of honesty and integrity, deserving and receiving the support to which they are entitled; and can be looked to for facts, information, and leadership.

Land Grant Colleges Should Assume Leadership

Our land grant colleges must be willing to assume the hazard that goes with such leadership. Unless we are willing to assume it, we should not be surprised to wake up some day to find that some other agency has taken the opportunity that was once ours.

I should like to point out certain fields in which I think our land-grant colleges must assert an interest and assume new leadership.

I think we must assume leadership in the field of rural school education. We are better equipped to train folks able to meet the present need in this field than are most of our teachers' colleges. Many teachers' colleges have lost their interest in rural education; their emphasis is in becoming little universities and turning out teachers for the secondary and the city school systems.

Our agricultural colleges are practical institutions, much closer to the problems of rural people and to their thinking than the teachers' colleges or other teacher-training institutions can possibly be. Our agricultural colleges have vast resources in the way of agricultural equipment, experience, and publications that are not available elsewhere.

Importance of Rural Children

The most important product of rural areas, both to urban and rural people, is the child. But for the increase of population in rural areas, urban areas would now be static or decreasing in population. It has been estimated that in 50 years 80 percent of our total population will be direct descendants of those now living on the farms of the United States. The rural schools are training not only the rural leaders of tomorrow but the leaders for industry and government as well.

The traditional pattern of rural life is a family unit on a farm, tilling the soil it owns, taking pride in all its surveys. This family unit, independent and self-sustaining, is the life blood and backbone of this American democracy. Too many rural children are being denied the quality of educational opportunity that is the basis of our American way.

Our land grant colleges should also assume leadership (1) in establishing in-service training for teachers in the rural schools; (2) in encouraging the development of local situations in which the rural school actually becomes the center of community interest; and (3) in the preparation of teaching material that will bring into the rural homes, by way of the students of the schools, information not only on better farming practices and the economic aspects of farming, but also information and guidance on all phases of better home and family living, better health practices, and so forth.

Properly conceived, this program should be coordinated with our agricultural extension program. The two can mutually support each other. Unless our land grant colleges concern themselves soon, and vitally concern themselves, with an interest—a real, abiding, enthusiastic interest—in participating in the development of new programs for rural education, we shall have missed a great opportunity and again may awaken, after it is too late, to find that some other agency or institution has seized upon what was once our opportunity.

Make Greater Effort in Conservation

Our land grant colleges have always been concerned with the conservation and restoration of our natural resources of the forest and of the field; but in many instances it has been a purely academic interest in the conservation of soil fertility, which has been universally recognized as of real direct interest to all of us—but this is not enough.

One of the most hopeful symptoms of our time is the beginning of a willingness on the part of our thoughtful citizens to be concerned with those matters that have to do with the permanent well-being of our people and of this nation.

If America is to continue as a great nation and if our individual states are to continue as great states, there must be a careful husbanding of our resources and there must be developed a long-time program designed to make most efficient use of potential opportunities for satisfactory existence and to conserve them for future generations. We must develop a long-time view, and the planning for the future must become not planning for our old age or for the next decade, but planning for the next century and the century after that—and for the centuries that will follow.

Our grandchildren and great-great grandchildren and heirs to the nth generation will be faced with the necessity of shaping for themselves a useful and satisfactory existence. As we have helped those who have gone before to waste and despoil, we must now begin to give attention to the maintenance or restoration of those natural resources that are essential to human existence.

The conservation of our natural resources is of first importance—not only those that come from deep in the bowels of the earth, but also those on the earth's surface—our soils, our trees, our plants, our wildlife, and our water that supports them and us as well. Conservation should no longer be a matter of academic interest only; it is a matter that must concern government and industry and the thinking of all of our people, and the land grant colleges should foster leadership in this thinking.

There is need for a rebirth of zeal and enthusiasm on the part of our land grant colleges.

POLICY AND PLANS FOR COOPERATION OF RESIDENT AND EXTENSION HOME ECONOMICS STAFFS IN PREPARING FOR THE POSTWAR PERIOD

RUBY GREEN SMITH

State Leader of Home Demonstration Agents, College of Home Economics, Cornell University

Part of a talk made at the Annual Convention of American Association of Land Grant Colleges and Universities, Chicago, 1943, emphasizing the need for close cooperation between resident, research, and extension home economists and the fact that they have much to give one another. The training for administrative home economists and the development of urban home demonstration work are predicted.

COOPERATION IS NOT EASY; it is difficult, calling for exercise of all the Christian virtues; but it pays high dividends. Cooperation involves reciprocity, whereby cooperators have something to give to one another, making them interdependent. Home economics resident departments are the fountain heads of authentic knowledge and of personnel for our extension services. Extension teaching has succeeded in the largest of all experiments in adult education and has organized lines of communication that reach from the people to the colleges. The extension service in home economics has much to give to resident departments. Resident, research, and extension services now have much to give to one another.

Historically, some home economics departments and colleges evolved from extension work in colleges of agriculture, where, for almost two decades before extension appropriations began, resident professors spent margins of time in carrying knowledge from the land grant colleges to the people because of the conviction that this is an obligation of publicly supported institutions. Resident professors wrote letters and bulletins and set forth in horse-and-buggy days to address farm people, not forgetting farm women, for whom the first Country Life Commission recommended that something be done to make their lives "less gray and sterile." In certain states, resident teaching was strong before an extension service was created. Now knowledge flows through extension organizations not only to the people from the colleges but from the people to the colleges, with the result that we now have not only better homes but better colleges.

Since extension workers must travel to reach their multitudes of students, it is necessary to provide organizational relationships whereby, in the calendars of extension specialists and state leaders, days at the college are reserved. This supplements natural associations of resident and extension workers where they mingle informally on the same campus.

Cooperation Between Resident and Extension Faculties

Organization to promote cooperation between resident and extension faculties includes:

1. Conferences at the state land grant colleges and universities—when all extension staff members are scheduled, a year in advance, to be at the college, their time is filled as follows:

- a. A general extension staff meeting is attended by the dean or director and heads of resident home economics departments, and the director of extension.

- b. Throughout this “week in,” state leaders are booked for a continuous performance as they work departmentally with chairmen of departments and specialists in a series of sessions.

- c. State leaders work also with agricultural state leaders and agricultural specialists who participate in the home economics extension program.

2. Training schools in home economics subject matter and in administrative leadership are important. While home demonstration agents appreciate sabbatic and summer-school leaves, they prize far more the training schools arranged at the state college, whereby they are kept up to date in the developing subject matter of home economics and in the application of educational methods to adult education. Programs for these schools are planned and participated in by resident teaching, research, and extension faculties and by home demonstration agents.

3. Faculty committees now include extension workers in several progressive institutions in a majority of states, where specialists and state leaders have been granted faculty membership. This is another hurdle passed as a recognition that extension teaching is conceded to be at least as challenging as resident work. For extension teaching must be scientifically sound and artistically true, because today’s teaching may be found wanting when applied in the homes tomorrow. It must be vividly interesting to hold the attendance of homemakers who

are not studying in pursuit of academic degrees. Extension programs must have the drawing power of constant adaptation to the realities of home and community life. Moreover, they must compete with the homemaker's many other interests, such as those of the woman who replied to the question, "For whom do you work now?" "Same people—my community, my husband, and six children."

4. Some of the best literature of home economics—bulletins, leaflets, movies, and books—is prepared in collaboration between resident and extension professors.

5. Research is often initiated and carried forward with the advice of extension workers. Suggestions for research are brought to the colleges by extension workers as they seek for answers to homemakers' questions—answers that may need to be discovered through research.

6. The demand for home economists is increasing. During World War I and during the latest depression there were too few economists; in this war, the demand for home economists far exceeds the supply. More money for the expansion of research and of resident and extension teaching should be obtained because of the growing evidence that home economics subject matter is essential in peace or in war, since it deals not only with home and community problems but with those that beset the world at war—with food, clothing, morale, and the housing of service men and of tragic, bewildered civilians.

7. Another opportunity for coordination relates to changes in home economics curriculums, for which resident faculties are seeking some guidance from extension workers. In vocational conferences for students, extension workers are invited to interpret the opportunities and joys of extension work.

Coordination in Home Economics Curriculums

In future home economics curriculums it seems appropriate to make two prophecies that involve coordination.

1. Because of retirements during the next decade, many personnel changes will occur among home economics college deans, directors, heads of departments, and state leaders of home demonstration work. Universities find it difficult to replace effective executives. The colleges of home economics that revise their curriculums to prepare students for administrative work in home economics will receive grateful recognition for leadership. In preparation for executive work, some studies

that must be strengthened and accented in home economics curriculums are: Written and spoken English, journalism, sociology, history, economics, philosophy, and psychology. Colleges of engineering are granting bachelor's degrees in administrative engineering. Home economics colleges and departments might offer courses leading to the granting of a first or of an advanced degree in administrative home economics.

2. A second prophecy is that extension service in home economics must be expanded to include city homemakers. Unlike agriculture, home economics doesn't stop at the city limits. In a few cities, home demonstration work survived on local funds after being started in 1917 on emergency funds. Emergency home demonstration work is now being tried again on local or state funds in certain cities, where consumers are concentrated by war conditions. If we can work together to get authorized a continuance and expansion of this urban home demonstration work, our state colleges and universities will be serving more democratically all the people who support them; and cities make large contributions to public treasuries.

The obligation of land grant institutions to serve the people is implicit in their grants of public lands and of public funds. The ideal of public service by these publicly supported people's colleges and universities will not be translated into reality until each state develops an adequately supported state college of home economics with strong resident and research divisions and with an extension service to carry to the people wherever they live, in cities or on farms in every county, the ever-growing knowledge of home economics. Cooperation between resident and extension staffs can help to make truly democratic all the educational work in the many fields of learning that are assembled in home economics.

A LOOK AHEAD IN EXTENSION

EDMUND deS. BRUNNER

*Columbia University and Agricultural Adviser, Extension Service,
War Food Administration, United States Department of Agriculture*

From a speech at Blacksburg, Virginia, in 1944, by one who is familiar with extension work and yet far enough removed to speak on it objectively—a strong appeal for a broadening of the extension program to include social and political problems and all rural groups.

INEVITABLY THIS WAR HAS ALTERED the course not only of millions of individuals but of institutions as well. Inevitably also it has altered and will still more alter the course of peoples, nations, and agencies. Life never stands still. As it changes, the needs change, and programs must be altered to meet them. It is necessary to pause, periodically, survey the situation, and chart our course for the future. The institution unwilling to do this commits suicide. Today, as the greatest war in history draws to a close, is such a time.

Where Do We Start?

Before we can look ahead it is wise to look around. Just where are we in extension? From what sort of place do we start our journey into the future?

I find three attitudes with reference to that question. There are a few people who have enjoyed the new experience. They have found they have a flair for administrative work. Others are eager for the day when they can, as they say, "get back to the normal program." Still others believe that extension will, and should be, altered by this war experience, but no consensus as to what changes there should be has emerged from their thinking.

The first group points out, and rightly, that the education done by extension is education for action, and therefore the distinction between educational and action agencies is false. I accept that premise, but I reject the conclusion. Of course, our educational program is aimed to get action. That action, however, is to be carried out not by us, but by our constituents on the farms and in their homes, neighborhoods, and communities.

Extension's Normal Program

Similarly I have doubts about "going back to the normal program." For one thing it's not characteristic of extension to go back-

ward. More important, I find great diversity in the definition of the words "normal program."

I'd be for this normal program if you would let me define it my way! The normal program of extension is to meet the needs of the rural men and women of the United States. These needs vary from state to state. They are far different in war than in peace. They involve one thing in a depression and another when farm income is high.

When we pause then to look ahead, there seems no escape at such a time as this from analyzing our situation and our prospects. To that task I turn before attempting to offer my ideas as to possible new directions.

Time prevents our covering all, even the important, influences in the situation, but I have selected a few growing out of the war, which I believe will carry over into peace time, and several others of a more general, but also more persuasive, character.

The first of these war influences is the program of deferring farm workers on the basis of the number of agricultural units on the farm. This has intensified in my judgment the growing interest in the size of farms. In the 1930's there was a direct correlation between size of farm and the need for relief. In the 1940's this correlation shifted to the number of days worked off the farm. In each case the smaller the farm the higher the other factor.

Problems of the Small Farm

I would point out that if we are going to risk small farms, extension must become concerned with community planning for off-farm employment. It dare not in the years ahead assume that it has discharged its duty if, by making the operator of the uneconomic unit more efficient, it has simply prolonged his agony, postponed by a few years his eventual failure.

These small farms raise another problem. Some of them are really suburban acres, providing healthful and mildly profitable recreation for a town or city worker. We have serviced them as part of the war effort. They have discovered our value. Can we continue this? I think we must. These people pay taxes.

Our Neighborhood-leader Plan

Another war influence may be even more important; namely, our neighborhood-leader plan. For the first time we in extension attempted a complete coverage of all farm people, and in many states

all rural non-farm people as well. We talk, rightly, of trying to hold these people when peace comes. To hold them, however, we must start with them where they are, study them, and develop with them both motivations and programs that will hold them.

If, as I believe, extension should also serve all rural non-farm as well as all farm people in the years that lie ahead, as is profitably done now in New England, this sort of task I have just indicated must be further broadened.

Broader Tasks Require Broader Training

This war has produced profound changes. Its results will be felt far beyond the coming of peace. Science and technology have lightened human labor and reduced its part in production. They have created a new occupational pattern, so that the farmers, once a huge majority of the gainfully employed, are today less than one-fifth of this group.

The changes initiated by introducing technology into our culture have weakened the economic individualism so characteristic of nineteenth century America, so potent still in our culture. This in turn has made the problem of democratic citizenship very difficult in operational terms. But in the cooperative movement, in the local committees set up under the first Agricultural Adjustment Administration, in the planning committees previously alluded to, rural America has tried with some success to achieve collective action and preserve democracy. Assuming that democracy survives as a functioning tool in the hands of free men, extension must strive to educate both for necessary collective action and for democratic procedures for registering consensus and decision.

The growing complexity and instability of life, the deepening conflicts over the power to control society from which grows the placing of group welfare above the general welfare, the certainty that a more rapid tempo of cultural and social change has become a permanent element in human life, the growing and inevitable interdependence of city and country, agriculture, labor, and capital, all these and others could be expanded and applied to extension.

We Must Recognize Changes

If this most hasty diagnosis of our society is reasonably correct, what are some of the things it means for us when we look around?

I think it is clear that one trend already apparent will become more important. Necessarily the extension agent has been working,

and will work, less with individual farmers and home makers and more with social groups. These groups will be on a neighborhood or community basis, as in the planning program, or they will be on a special interest, that is, a crop or subject-matter basis.

Let me hasten to say that personal contacts can never be eliminated, especially with our local leaders. They keep extension close to the grass roots.

The growing complexity of life has resulted, too, in an increasing number of agencies, both public and private. I am not much worried by that fact. We in rural America are still a long way from having the complexity of social organization observable in our cities.

National and World Forces Concern Us

One thing we must never forget in our necessary preoccupation with our own states, counties, and communities. It is this. The great social and economic forces that sweep across the nation and the world, forces that have been unleashed by our technological progress and by war, are experienced by all of us, but by most of us only in the communities where we live, move, and have our being. What happens on the pampas of the Argentine, with its myriads of cattle, on the steppes of Siberia, in the great stretches of Australia "out back," with their oceans of wheat, and in the cotton belts of Brazil and India—what happens there is fraught with greater potentialities for good and ill for our farmers than what happened in the next county in the days of our grandfathers. So, too, is what happens to industrial pay rolls in the United States.

Farmer's Decisions Should Be Based on Knowledge

The social sciences have made great advances in the last 15 years. Had I time, I could document that in extension. To use these findings educationally is just as possible as to use those of our experiment stations with respect to hybrid corn and pressure cookers, though admitting a somewhat larger margin of error. Decisions of vast importance will be made by the American farmer and the nation in the years just ahead. These decisions should be made on the basis of the best knowledge available.

To do this job we must be ready to use new educational methods. You can't, for instance, have a result demonstration of the President's seven-point anti-inflation program. Such teaching is more diffi-

cult than much of what we are used to, for one thing because it involves taking a long-term rather than a short-term point of view.

Whatever our decisions on large matters of policy, the local community and its people will be with us. Can our services to them be improved in the postwar period? Thus far the major though not the only motivation of our work has been to increase the farm income. I have no quarrel with that, but man lives not by bread alone, even though he lives not without it.

More Education Should Go With More Dollars

I think we must admit that there is an upper limit of net income for the average family-size farm in any given community. Why do we want a larger net income on the farm? Not for the sake of a larger bank account as such! We want that larger income in order to have a better standard of living, a better life for the farm family.

Remember also—and this is extremely important—that increased net income does not necessarily mean a better life. We need more education to go along with more dollars.

I am asking whether this has any meaning for agricultural extension. The home demonstration agents certainly will agree that it has. I think they have seen this point for years better than we men. I am about convinced that they are right.

Well, when and if we get our average farm at about the best economic level, or perhaps a bit before, isn't it time to give attention to the other aspects of the good life? Educationally, this means less attention to vocational education—which was, rightly, the sum and substance of the original program—and far more to the cultural and social. And why not? The land grant colleges were founded for "liberal and practical education." Similar phraseology occurs repeatedly in the discussions about the arguments for the Smith-Lever Bill.

The war has made too clear, in the rural draft rejections and in other ways, some of the social needs of rural America. Some of our deficits in these particulars have been costly beyond calculation, both in economic terms and in life. Extension must be ready to play its part where and when it can in a variety of fields, some once dismissed as peripheral social interests, but now seen to be rather central in the long-time development of rural well-being.

Democratic Educational Procedures Must Be Maintained

If some such program as this calls for a larger staff and more money, let's ask for it. The achievements of 30 years of extension show that dollars invested in it pay dividends aplenty. They show also that we can produce as much in volunteer service through local leaders, valuing it only at farm-labor wages, as the whole system costs. What other official agency can boast of a record anything like that?

My goal in looking ahead for extension is the maximum development of all our resources, in the nation and in each county, economic and social, human and inanimate, for the achievement of the highest possible level of life for rural Americans.

In contributing to that end we have much in our past that will help. We have, and must maintain, our democratic educational procedures in federal-state and state-county relationships. We have, and must maintain, our plan of using volunteer leaders. We have begun, and must vastly increase, cooperation with all like-minded agencies in the effort to raise the rural standard of living and of life. We have devised methods to meet the needs of the past. We can continue courageous experimentation in methods and techniques for teaching the newer, less tangible, but desperately urgent, content demanded by new needs and emphases. We must be tireless in our efforts to help achieve an optimum economic basis for rural life and for winning social parity as well.

For the basic objective of all extension work is the winning, for our people, of the good life, with adequate security, and with opportunity for the fullest expression of human personality. We must continue a functional approach through the whole program, involving constant program determination on the basis of ascertained needs and problems, rather than contentment with stereotyped activities, once good, now less needful because of changed situations and our own progress. We must admit mistakes with frankness, treat them with charity, use them to improve our work.

We Shall Meet the Opportunities Ahead

I first knew extension in World War I, when I gave up a preferred commission to work with rural people. I have known it ever since. As I look back over those 25 years or more, I have greater confidence than ever in its tremendous power for good. It proves that

education can produce social change. Have faith in education! As we look ahead, we can already see some serious problems looming up. But in extension we have a tested institution with a worthy purpose and a record of substantial, not to say phenomenal, achievement. The opportunities ahead are larger than ever. We shall meet them.

TODAY'S VISION—TOMORROW'S REALITY

M. L. WILSON

Director of Extension Work, United States Department of Agriculture

Part of a talk given before the Annual Conference of Home Demonstration Agents, Chicago, 1945, outlining the great opportunities and responsibilities of home economics in building the good life in farm homes and farm communities.

THE WAR IS OVER. At long last we have arrived at the end of the trail—a trail of trial and struggle to protect the free way of life. A tribute extraordinary is due to the farm women of this nation. The splendid way in which they fought the battle on the home front will always stand as a record of democracy's way of waging total war. In this home-front battle our extension home demonstration agents have been the captains and corporals with the know-how.

In our farm homes it was necessary to shelve many things that meant higher standards of living. By no means was this a small sacrifice for farm families. To me one of the impressive sights of World War II will always be the farm houses I saw going without paint and needed repair while in the windows of those houses shone service stars and stickers showing support in the war-bond drives. Yes, rural families, and particularly women, have made great sacrifices.

Home Extension Program

After the splendid sacrifice farm women made during the war, we may have greater faith than ever in the future of family-operated farms. The unity of effort contributed during the war has proved the soundness of the family-farm principle. We in the cooperative extension service should be the first to recognize it. Certainly, as the war shortages begin to ease, the time is here when the women on the farm ask for the pay-off. Extension program development needs to emphasize, more and more from now on, this matter of better farm living.

I should like to read excerpts from an editorial that appeared in last Saturday's *New York Times*. The editorial says:

The improvement of living conditions on the farms of the nation is a major postwar problem. Of the six million farms in the United States (only) 31.3 per cent have electric lights; (only) 17.7 per cent have running water; (only) 44.1 per cent have mechanical refrigerators; and (only) 25 per cent have telephones. There are indications that a new era in farm living is at hand. Both the Rural Electrification Administration and private utilities are planning a wide expansion of power lines. Power machinery for smaller farms is being manufactured. All these things help. But with the mechanical improvements we need a new concept of rural sociology. There must be improved schools and more attention to recreation facilities for persons of all ages. With modern science as a lever and a new philosophy of rural life as a guide, agriculture can become a career that will hold able young people on the farms.

Home Extension—Looking Ahead

That *New York Times* editorial could pretty well be the summary of my message to your association today. In a few words it highlights the problem before us. Nor should we hesitate and ponder whether such a comprehensive job is authorized. For this past summer Congress passed the Bankhead-Flannagan Act. Special emphasis is given in the act to "assistance to farm people in improving their standards of living, in developing individual farm and home plans." If the National Association of Home Demonstration Agents is looking for a future charter of work, the preamble to the Bankhead-Flannagan Act is it. "Farm" and "home" are each essential in the fundamental extension program as we enter the period of conversion to peace.

In all extension programs there'll be more technology, not less. There are so many things that are new—along home-making lines as well as in farming—that the possibilities stagger our imagination. If we are to carry out the mandate from Congress, to give "technical and educational assistance to farm people in improving their standards of living," then we must keep alert to all that is new in a physical sense. But, as the *New York Times* editorial says, "we need a new concept of rural sociology." This "new concept," I venture to predict, will draw the "home" service, and the "agricultural" service of cooperative extension work closer and closer together.

Sizing Up Realities

One way in which this can be done is by putting together in the county extension office all the facts that deal with the true situation in the country and with the actual needs of the people.

There are ways of getting this information. Since 1923, a unit of the federal Extension Service has been responsible for collecting

scientific information relating to the conduct of extension work in the field. There is in the states at present a noticeable increase in extension studies. Numerous state extension services have taken steps to assign staff members to extension research. When studies of this type become the general practice, extension workers will have a yardstick for measuring their own accomplishments. The function of this extension research is threefold:

1. To conduct studies of concern in formulating state-wide programs and policies.
2. To cooperate with county staff members in studying problems with which counties are confronted.
3. To cooperate with the federal extension staff in studies of national and regional importance.

There are more immediate ways, when time presses, to face the situations that will arise in many communities as a result of demobilization. The entire extension staff in the county can get together and discuss the county, area by area, considering each farm family in the area in terms of the service that the extension service can give. On the basis of such fair appraisal, without fear of the facts, programs can be improved and extension leadership can influence more families.

Health Emphasis

In the coming years one of the greatest challenges to home demonstration work will be to promote health facilities in rural areas. This is a field, like many others in which we are engaged, where we are not called upon for subject matter, but where extension cooperation is essential for its contacts, leadership, and promotive function. In cooperation with farm organizations, health authorities, hospitals, and welfare agencies, the promotion of rural health tops the list of things to keep in mind in county extension program development. And, since nutrition is basic to good health, better nutrition will continue to be of highest importance in the subject-matter field.

Rural Housing

Postwar planning surveys show that one-fourth of the rural families in the United States plan to do major house remodeling, and one-tenth expect to build new homes. We shall, therefore, need to give a great share of our time and thought toward helping farm families undertake this task to best advantage. Building a home, or even remodeling it, is something the average family can afford only once or

twice in a lifetime. It should be undertaken therefore with the most intelligent consideration one can give to it.

Threat of Inflation Continues

Inflation was controlled reasonably well during the war. We shudder to think what might have happened had there not been some government controls. All of us are weary of wartime regulations today, but we know that it is essential for the common welfare that some of these regulations continue. Otherwise we face real danger ahead. Stated in simplest terms, today's situation is one in which a great accumulation of cash in people's hands or bank accounts is the greatest source of inflationary danger. Since 1939 the savings of individuals are up 145 billion dollars and bank checking account balances are up another 45 billion; and individual incomes from August 1945 to August 1946 are estimated at 123 billion. That gives an overall total of spendable money on hand of 313 billion dollars in the current year. The total of goods and services estimated available in the period between August 1945 and August 1946, however, is only 101 billion dollars. That leaves our nation with what economists call "hot money" to the tune of 212 billion dollars.

For this very reason, if for no other, rural families should be encouraged to continue the thrift practices developed during the war. True, there are some essentials without which many families can no longer retain a decent home standard. But caution should be a continuing keynote of extension teaching.

The longer families can wait to restock household equipment, furnishings, and clothing, the better satisfied they will be when these materials again become available in quantity. New developments and improvements will be made in goods. Then consumers can make better selections. The same applies to much in the way of housing and building equipment. We have assurances from many building-material manufacturers that it will be worth waiting for some of the new equipment and materials that will not become available until the latter part of 1946.

"Urban" Extension Work

During the war period, the program of the Extension Service was expanded to reach into more urban areas with information relative to the wartime program on food preservation, victory gardens, clothing, and other problems.

Will the work with urban people be continued in the postwar period? That is a fair question for your association to ask. Thought along this line is being given by many state extension services. Let your state directors know what the need is, as you see it in your county.

Developments in "security farming"—small places on the fringes of cities where the family lives while breadwinners work in urban areas—may have some influence on future programs with urban people.

Extension Work in the Atomic Age

When Miss Morrow asked me to meet with you, she suggested that the title of my talk be, "Today's Vision—Tomorrow's Action." You will note that I changed that title, slightly, to read, "Today's Vision—Tomorrow's Reality." I did so for this reason. In 31 years of extension work I naturally have run across, as have most of you, certain cynics who would make quips about the visionariness of extension work. Yet, through these years, extension teaching in agriculture and home economics has served to make, out of many a vision, a genuine reality for the nation's rural people. Extension vision has been the handmaid of agricultural and homemaking science. Therefore, as we stand at the gateway of what informed persons know is a new scientific era, renewed effort is essential along lines of the teaching we have followed.

Today, possibilities for human advancement are unlimited. In testifying before the Special Senate Committee on Atomic Energy, Irving Langmuir, Nobel prize winner, last week said that our knowledge of nuclear reactions might shorten as much as 50 per cent the time in which the cure for cancer might be discovered. So the question today is whether people's minds in the mass are able to adjust their thinking to a sensible, rather than a destructive, use of science. More and better mass teaching is needed. And mass teaching is a field in which extension work has made a magnificent record.

Man now stands before the great light of atomic power. We cannot touch it. We cannot see it. But we can unloose it for evil or for good. Education—and particularly the extension type of education—can serve to create among people the vision without which they are doomed to perish. Today, therefore, offers cooperative extension work the greatest opportunity to make "today's vision tomorrow's reality."

EXTENDING ECONOMIC INFORMATION TO FARM PEOPLE

PAUL E. MILLER

Director, Minnesota State Extension Service

From a talk given at the National Agricultural Outlook Conference, 1945, giving much sound advice as to extension's position as a teacher and disseminator of information in the general field of agricultural economics and pointing out difficulties of getting trained personnel for this task.

THE OUTLOOK CONFERENCE is always one of the most important meetings in which extension workers participate. This year it has more than the usual significance because we are closing the chapter of war production and are looking ahead to the postwar years. This has been the import of Secretary Anderson's message this evening. He has gone beyond the immediate outlook and has challenged our thinking on the more fundamental aspects regarding future agricultural policy.

I think we will all agree that he has outlined a sound platform upon which the agriculture of the postwar years can well be based. It is a statement of principles that will meet the approval of the farm people of the country. He has said—

1. That it is the first duty of agriculture to be productive.
2. That this production should be efficient production.
3. That we must have an up-to-date price-and-income policy that will be based upon fair prices to the producer and fair prices to the consumer, to the end that agriculture may receive its fair share of the national income.

All three of these statements are in accord with farmer thinking. Farmers want to produce. They know how to make the earth yield, and they believe that food, and fiber too, should be produced in volume adequate to give the people of this country a diet that will meet decent nutritional standards, and enough more to furnish the necessary quantity for normal export requirements.

They also believe in efficient production. They have applied the results of science and technology to their farm practice to an amazing degree. Today the lag between the results of research and their application on the farm has been remarkably shortened.

But the farmers have the feeling that full production and efficient production may not be the complete answer to their basic problems in the years immediately ahead. They are genuinely concerned about

what the future may have in store for them. They wonder if surpluses will again become unmanageable. They wonder whether production control will again be necessary, or, at worst, whether they may have to face another debacle similar to that of the thirties.

Very frankly, we do not dare go through another such ordeal. We must have an agricultural policy that will make those things impossible in the future. As the Secretary has well said, it is time to look ahead and go to work on what the policy is to be. It will not be made by the United States Department of Agriculture or the land grant colleges. In the final analysis, that policy will be determined by what the farm people of this country think it should be.

Extend Basic Economic Information

This does not mean that we do not have a contribution to make. We do, and an important one. As an extension service we have the very real responsibility of bringing to farm people the basic economic information for which they will ask in their consideration of the many proposals being advanced to maintain agricultural income after present support prices are withdrawn. In bringing this kind of information to them it is not in our province to tell farmers what to think or how to think or to give them ready-made answers. It is our responsibility nevertheless to give them the kind of information that is essential to a full consideration of the basic facts that must underlie any agricultural policy.

The importance of this problem was recognized in the recent report of the Policy Committee of the Land Grant College Association, in which the following positive statement is made concerning postwar extension teaching.

It is especially necessary that those who are responsible for extension policy make certain that in the years ahead their program give emphasis to these public policy questions. In most states this decision will require broad adjustments in the whole extension program and will necessitate the allocation of more personnel and funds to this field. It will also mean that special attention be given to determining how this type of educational material can best be made available to farmers and farm families.

This is a responsibility that the Extension Service cannot take lightly. It will call for courage and conviction. But, well done, it will be the most significant contribution that extension workers can make to the welfare of farm people in the immediate future and one that will have an even greater influence in the years ahead.

Better Preparations Needed to Teach Economics

If we are to accept this challenge and seriously attempt to carry out this important assignment it will be necessary for us to take stock of our resources and begin to strengthen ourselves where necessary. Very frankly, we shall have to admit that we are not so well equipped as we should be at the present time to assume educational leadership in presenting economic information to farm people.

If the handling of economic information is to assume an increasingly important place in the agent's program, and I think it is, we must take the necessary steps to prepare him better for such work. A 4-year course is no longer sufficient to equip the present-day extension worker. He needs the present 4-year course to get his basic training in the agricultural sciences, and he needs at least an additional year to give him the necessary foundation in economics, political science, marketing, and distribution.

Whether this additional year should immediately follow his 4 years of regular college work, or be taken after an apprenticeship period as an assistant agent, is a matter for further discussion. The point I am trying to make is that extension work of tomorrow will require a high quality of personnel, with the type of worker who can give educational leadership to those larger questions in the realm of public policy.

I would not imply that we must wait until we are more sure of our ground before we begin to direct more extension effort toward these activities. There is much that we can do now if we have the purpose to do so. For one thing, we can strengthen our specialist staff in economics and marketing.

In-Service Economics Training for Agents

We have other tools with which to work. We have personnel in all agricultural counties in the United States. We can do much through in-service training to strengthen our county workers. We have at our disposal the resources of the land grant colleges and the Department of Agriculture, and we can call upon the subject-matter people in our respective colleges to help train our present staff. We also have the confidence of farm people. They have come to recognize the extension worker as the source of unbiased information. We have

a far-flung organization that reaches down into almost every rural neighborhood.

These are all resources of great value. Many of them have been years in the building. If we will use the resources now at our disposal, imperfect though they be in some respects, we can make a worth-while contribution and be reasonably effective in handling economic information and discussing economic subjects with our farm people.

Group Discussion

I am convinced that this is possible because of some experiences we have had in our own state. During the past several years one of our specialists has conducted what we called a group-discussion project with farmers on economic subjects. One of these topics dealt with the farmer's interest in foreign trade, and, specifically, the reciprocal-trade-agreement policy. Recently one of our farm organizations was asked to sound out farm opinion on the continuation of the reciprocal-trade-agreement program. When they polled all their county officers as to farmer thinking on this question, they were told that Minnesota farmers were in favor of a continuation of the program on the basis of its contribution to increased total trade and larger farm markets. We took some pride in the results of this poll because we thought it demonstrated the effectiveness of the discussion method of presenting educational material on economic subjects.

We have also carried on similar discussion on the subject of inflation, especially in its relation to land values, as, of course, you have done in your states. We believe that our farmers are holding the line reasonably well on farm land values and that their judgment is based on sound economic information. I think we can carry on the same kind of discussion on such questions as parity prices, support prices for agricultural products, the relation of consumer purchasing power to farm prices, and the other subjects that are fundamental to an intelligently conceived agricultural policy.

If we are to go into this program, it will mean much work on the part of our economics staff, to develop subject-matter outlines for discussion meetings; to train our county personnel in using the discussion method and in handling the subject matter; to strengthen our specialist staff, to give leadership to this program; and to enlist the full support and cooperation of the subject-matter people in our respective colleges.

Agricultural Policy Making

The major issues now confronting farm people are in the field of agricultural policy making. If we do not accept this responsibility in extension, we shall be abdicating the most important educational job to be done with farmers in the immediate postwar period. Upon the kind of policy that will bring to agriculture its rightful share of the national income will depend the standard of living that we can expect for farm people.

It would seem paramount then that much of our extension effort in the years ahead be devoted to these larger questions, which must be brought to a satisfactory solution if extension work in other fields is to have meaning. Clearly the Secretary in his speech this evening, and in other talks that he has recently made, is challenging farm people to examine carefully the basic factors that should go into the making of an agricultural policy. As the educational arm of the department and the land grant colleges, the Extension Service should qualify itself to make a substantial contribution in this field.

AN EFFECTIVE STATE EXTENSION SERVICE

B. H. CROCHERON

Director, California State Extension Service

Part of a thought-provoking talk given at the Annual Meeting of Land Grant Colleges, 1946, especially emphasizing the need of well trained and adequate county extension staffs in meeting the problems that now confront agriculture.

AFTER A THIRD OF A CENTURY, the state extension services have become an established part of American rural life. It was not always so. When the extension services first started there were many farm people who were unwilling to admit that science, education, or the colleges had anything of tangible value to extend.

Now, however, rural people everywhere have accepted the original doctrine and agree that, by utilizing the forces of extension, the research institutions have made a notable contribution to farm life. Many of the farm practices that were then accepted by only the far-sighted farmers have now become the habit of the rank and file. But since extension work began, a new generation of farmers has arisen.

In general, farms change hands on the average of three times in every century.

The new generation of farmers is very much better educated than the generation with which extension began. Although only a small percentage of the farm people have attended an agricultural college, most of them now have a high school education and many have had the further great advantage of working as 4-H Club members or in the Smith-Hughes classes. In addition to these, the radio and the farm press have put general information at the disposal of all farm people everywhere. Indeed, so rapidly has the scientific viewpoint progressed that it has outstripped the ability of extension services to supply the answers.

Better Trained County Extension Agents Needed

To be effective, a modern extension service must employ on the county level men and women whose scientific background and knowledge are far beyond that which was deemed adequate a third of a century ago. Many state extension services have not yet discovered this fact, or if they have discovered it, have been unable to adjust to the needs of the new generation that is before them. In some states the county representatives of the extension service are paid less than the workers in the lower categories of the experimental station.

Such wages are not nearly enough to obtain and hold good teachers or good investigators. The new extension services must have men and women in the county offices who are able to investigate and to teach; otherwise the farm people will out-strip them and will turn to other agencies.

On the other hand, if the extension services can employ, on the local as well as on the state level, a staff who have within them not only human understanding but also a thorough scientific ability, then the effectiveness of the extension service is open to new fields bounded only by the horizon of scientific advance. It is not enough that the state shall have at the college level a corps of men and women who are well trained. It is necessary that in each of the county offices there shall be a group of people who are capable of analyzing the results of research and of making local tests of its application.

The philosophy upon which Seaman A. Knapp founded the American extension system was sound. It involved "showing" instead of "telling," and it stressed the need of local test and demonstration.

We need to look again to the Knapp philosophy and adapt it to the postwar world.

All of us are aware of the difficulties involved in a transposition of the county extension offices into a modern staff capable of dealing with the scientific problems of present-day agriculture. After 33 years the pattern has been set. It may seem that no material change can be made in the method of finance, in the method of appointment of agents, or in the type of work the agents perform. Throughout most of America the county agent is a lone worker. The problem will be whether the college and its extension service has the prestige and ability (1) to assume full leadership; (2) to chart the course of its county agents into new and more productive channels; and (3) to obtain for them a staff of well-trained assistant agents.

County Extension Agents Have the Confidence of Farmers

Despite the inadequacy of the present extension staff and the low wage scale, the extension service throughout all America has by some fortunate outcome retained the affection and respect of the farm people. Except where an occasional agent has transgressed the bounds of official propriety, the extension service is everywhere regarded as on a high ethical plane. People may not always think the extension agent is particularly wise or skillful, but they do think he is honest and faithful. The nation-wide respect for the extension service imposes a responsibility upon its leaders. No other agency of the federal or state governments is viewed by the farm people with such trust and confidence. Despite our shortcomings, which are so evident, the rural people cling to the extension agents. In wars and in droughts, in depressions and inflations, the extension service continued. Some governmental institutions have loomed large as they sprang full-born from the sea of agricultural policy. But for many, their day was short, and as rapidly as they arose they sank into obscurity. Some of these agencies have been dissolved; others have changed their names in an effort to avoid the penalty of their past mistakes. Amid all this, the extension service continues with public appreciation.

The extension service has retained its modest success because it has, in the main, continued to base its work upon a local program in which the farm people have a large part. It was the local determination of the program, stressed by Congressman Lever in his presentation of the original bill to Congress, that has kept the extension service

within the field of local support. Another, and perhaps controlling, reason for the success of the extension service has been its close tie and affiliation with the experiment stations. To succeed, a program must not only be developed from popular interest and cooperation; it must likewise be based upon established fact and scientific discovery. The extension services have been notably free from economic adventures and governmental fantasies. Their further development is of high importance to the future of our country.

The American farmer remains one of the largest groups of individual economic units in the nation. It has been the farm as an independent enterprise that has claimed its place as a bulwark of American life. The American democracy as we understand it, requires for its life those whose thoughts and acts are governed only by their conscience and by the laws of the land. It is hard to picture the future of a republic in which the people are directed by the will of a corporate manager or by the dictate of a labor leader. It is the independent thinkers and voters who furnish the balance wheel of our national life. The largest single element of these is among the 6 million farm families of America. It is to the present success and the future progress of these that the extension services are dedicated.

Independent Farmer Faced by Two Forces Making for His Extinction

Of the forces that now seriously menace the farmer, the first is the rise of the great corporation farms, made possible by large farm machinery powered by the internal combustion engine. So long as agriculture depended upon the horse for power, the size of the farms was determined by the distance a horse could walk daily to and from the barn.

Much more important than this, however, is the fact that big farms are able to obtain the best scientific and technical advice. If necessary they can and do conduct their own research and employ their own laboratory technicians. Furthermore, the colleges and the government are glad to cooperate with these large farms.

High technical knowledge and scientific skill are not yet sufficiently available. The old-time county agent is a friend of the farmer, but seldom does he know enough scientifically to meet the needs of the present day. His training is insufficient to enable him to deal with problems that lie deep in the fields of mathematics, or chemistry, or biology. Furthermore, one man alone cannot be competent within the

entire scientific field. Several well-trained men are needed in each county office.

In many parts of America the rise of the corporate farm threatens the future existence of the family farm. Against this tendency stand the extension services. If the family farm is to remain and to succeed, the individual farmer must have scientific advice and technical assistance equal in competency to that available to the big corporation farm. Furthermore, this technical help must be on a local basis. There must be local experiments, local tests, and local advice. The extension services must, on the county level, be so expanded in size and so improved in scientific training and ability that the family farm can compete on even terms with its big neighbors.

The second threat to the independent American farm is government subsidy. This has been so fully discussed as a political policy that it does not require more than mention. If the family farms of America can exist only by means of government grants and subsidies, then they probably should and will have them. In that event, it must be recognized that these farms and farmers will ultimately come under government control. One cannot be independent and, at the same time, be subsidized. Independence and the receipt of subsidy are mutually incompatible; they cannot exist side by side. The Supreme Court of the United States has already ruled: "It is not an undue process of law for the government to regulate that which it subsidizes."

The reverse of government subsidy is to make the farms of America sufficiently successful to be able, of themselves, to compete with the big corporate farms and to prosper without the need of subsidy. The rise of education and the application of scientific discovery are our opportunity to make the farms self-sufficient and satisfying to those who live on them. It is in this field that the extension service should be equipped to lead. No other agency of government is so well prepared to do it. Upon no other agency does the responsibility rest so heavily.

But our vision must be widened; our forces must be greatly increased; our scientific training and equipment must be much improved. With these we can, perhaps, save the American way of life to the American people.

DEVELOPING URBAN HOME DEMONSTRATION WORK

L. R. SIMONS

Director, New York State Extension Service

Part of a speech given at the Annual Land Grant College Meeting, 1946, in which special emphasis is placed on the possibilities of developing home economics work in urban homes.

I SHALL LIMIT MY REMARKS to New York State, where organized home economics extension work in cities has been under way since 1918.

When Herbert Hoover, Food Administrator during World War I, was told that our servicemen and our allies must have more wheat, he decided it would be necessary to reduce consumption in the United States, particularly in densely populated areas. After consultation with the officials of the States Relations Service (later reorganized as the Extension Service), home demonstration agents, financed mostly by federal funds, started work in the large cities of the country.

For the first time, housewives in these large cities were helped by demonstration agents trained in foods and nutrition. Although the value of this service in cities was established, nevertheless the momentum was not enough to prevent discontinuance of these programs in most cities after the war.

City Home Demonstration Agents

In three cities in New York—Buffalo, Rochester, and Syracuse—where home bureaus were organized during World War I, home demonstration work has continued to flourish. Until 1945, these home bureaus were directly financed entirely from county appropriations and membership dues. The interest of urban homemakers in other cities where home demonstration work is organized on a county basis has increased constantly, and so far as possible, the regular county home demonstration agents have helped large numbers of city women. At the present time in New York State, Home Bureau membership is about equally divided between farm, rural non-farm, and urban persons.

Consumer Nutrition Education in World War II

During World War II, with funds furnished by the New York State War Council through the State Emergency Food Commission, a program in foods and nutrition similar to that of World War I was

instituted in all cities having no regular extension services. Metropolitan New York was organized separately from up-state New York, with a member of the Food Commission in charge and a trained staff of nutritionists operating under the direction of the extension service.

In 1944, the Emergency Food Commission decided that consumer education should continue after the emergency. It was thought that this would accomplish two main purposes: (1) Education of the consuming public to the importance and the proper uses of protective foods, such as dairy and poultry products, fruits, and vegetables; and (2) provision of a market for these products, which are produced in abundance in the Northeast.

Home Demonstration Work Provided for in Cities

Based on the Food Commission suggestions, the New York State Conference Board of Farm Organizations decided to ask for an amendment to the state law that would provide state aid for County Farm, Home Bureau, and 4-H Club associations, designated in the law as "subordinate governmental agencies." This amendment, which was passed by the 1945 Legislature and signed by the Governor, appropriates an additional \$1,500 a year of state funds toward the support of additional home economics work with adults in cities for each county having an urban population of 25,000 or more, provided the county raises an additional \$3,500 specifically for such urban work. The law is so worded that at present the five counties in New York City cannot receive state aid, though eventually it is expected that enabling legislation will be passed covering that city.

How Home Demonstration Works in Cities

I am indebted to Ruby Green Smith for information regarding the beginning of home demonstration work in cities. More than any one else, she furnished the leadership for this enterprise—nationally, as a member of the federal extension staff and later as state leader in New York. She says:

City home demonstration work is dramatic. It is as varied as the cosmopolitan populations in New York State, through whose ports pour people of all races, nations, and creeds and of all kinds of educational and cultural backgrounds. A city-wide extension audience is a democratic spectacle. In Buffalo, homemakers from the Italian, Polish, or Negro quarters, Catholics, Jews, and Protestants mingle; luxury-laden women of Delaware Avenue study beside women whose

homes are in slums along the railroads or water fronts, or who may be dependent upon the city's family welfare funds. In Syracuse, women of DeWitt Place work side by side with those whose struggle for existence is acute; and Indian women from the state's six reservations, both Christian and pagan, find common denominators with other women in home bureau programs. In Buffalo, home bureau recipes, menus, and directions for homemakers who can't read English have been printed in several languages.

Home bureau organizations and programs for urban and rural homemakers have more in common than in difference. The same principles of nutrition, of clothing, of home management, of housing, of household art and furnishings, and of child care and family-life psychology apply in the city as in the country. Home bureau members are divided into interest groups or geographical and community groups in the cities, as in the counties. Members in all these units elect their directors, executive committees, and local leaders. Thus with homes as a common denominator, it is inevitable that publicly supported adult education in home economics, through the state Extension Service, will find eventually that urban home demonstration work must be as widespread as homemaking.

Far-reaching local and even national and international significance has sometimes been involved in urban programs. Food in large quantities may be saved and gluts on markets cleared by prompt action of thousands of city homemakers.

It is fortunate that the Smith-Lever and subsequent federal acts do not exclude city homemakers. The testimony in behalf of all this legislation, however, stressed the importance of extension work in agriculture and home economics to farm people. Major emphasis, therefore, has been placed on work in rural areas. As I stated previously, however, extension work has not been confined strictly to rural areas in New York. Not only is our demonstration staff performing various services for urban people, but also in counties with large suburban and urban populations county agricultural agents answer thousands of calls each year from home gardeners and city owners of farms. Thousands of 4-H Club members reside in villages and small cities. Boys and girls coming out of the large cities to work on farms, particularly the "live-ins," were invited to meet with the 4-H Clubs. One group from Brooklyn liked the program so much that it formed a 4-H Club in that city.

It is evident that the extension service is best equipped to conduct organized urban educational activities in horticulture and homemaking, particularly with adults. Plans should be made now for federal legislation to provide funds toward the expansion of urban extension programs. Not only consumers but also farm men and women would back such a movement. Experience has shown that both producer and consumer are benefited. This expansion is in the public interest and for the public good.

STATEMENT BEFORE NORTHWEST CATHOLIC CONFERENCE

F. L. BALLARD

Associated Director, Oregon State Extension Service

Though condensed, this statement, given in Portland in 1947, brings out very significant comparisons between urban and rural living and income and emphasizes their mutual interdependence.

I AM IMPRESSED BY MANY STATEMENTS Father Alcuin has made in his introduction. This one in particular stands out:

Industry and city life are not self-sufficient. They are definitely connected with and to a large extent dependent upon America's really basic occupation—farming. American economic and social life in the city cannot permanently stay on a level of high standards of living without at the same time raising the standard of living and income among the rural people of the United States. The problems of all groups in American society, whether economic or social, are inseparably connected.

In line with this statement, it seems obvious that one of our purposes here is to try to understand the issues that may prevent general widespread acceptance of this thesis, to discover any points of conflict, and to search for remedial measures to resolve these issues. We must also seek to minimize any frictions that may retard widespread progress toward the fullest realization of the truths that have been expressed.

The farmer is consciously motivated by the same pressures that influence other men. First, he wants to improve his material well-being. Second, based on his historical experiences, he feels an insecurity as to the future of prices and income. Third, he believes on the whole that he works longer and assumes more economic risks—that he is, in fact, both capitalist and laborer. Fourth, he believes that his production risks are great and that he must do everything possible to make his business pay.

In this last point we approach an important question of public policy. Interest in the necessity of conserving soil resources for future generations has now developed to a high point. Now enters the question of public policy. Some practices involved in sound conservation are not profitable to the farm owner, or to the tenant, during his individual occupancy of that land. The necessity of meeting operating costs and providing for the needs of his family tell him by his own

experiences that these long-time conservation practices, because of the added expense involved, will reduce his immediate income. This raises the question, Should the government in the interest of long-time soil maintenance pay to the farmer these extra costs?

Ups and Downs of Agricultural Income

The farmer recalls the astronomical heights attained by farm prices during World War I and for a short period thereafter. He may recall more clearly the sharp depression, when these prices receded much earlier than did those of the things he purchased. He reviews the booming days of the twenties and recalls that agriculture did not share proportionately in that prosperity. He remembers the more serious depression of the early thirties and the soaring prices of the second war period. He may chart his position from the standpoint either of gross income or of net profit, but in either case his graph shows a line characterized by ups and downs.

Comparison of Income— Farm and Non-farm

Let us look at the farm situation in 1945—probably the best year for the farmer in the recent period of 6 or 7 years of his relatively better conditions. Figures compiled by the Department of Agriculture for the country as a whole show that the net income of the farm people was \$743 per capita, whereas per capita net income for non-farmers was \$1,259, or more than \$500 greater.

Perhaps an even more revealing index than income is the goods and services that income buys, and there the difference between the farm and non-farm is again brought out clearly.

Comparison of Farm and Non-farm Conveniences

		<i>Non-farm</i>	<i>Farm</i>
Homes with electricity	<i>percent.</i>	96	52
Homes with refrigerators	<i>percent.</i>	62	27
Homes with electric irons	<i>percent.</i>	93	46
Homes with running water	<i>percent.</i>	95	28
Homes needing major repairs	<i>percent.</i>	8½	20
Homes with central heating plant	<i>ratio.</i>	4	1
Length of school term	<i>days.</i>	182	168

For every 100,000 rural farm people there were in 1945 only 89 doctors; in urban areas the same population had 159. The situation is

much the same in regard to dentists and hospital accommodations. Farmers must travel greater distances to make purchases or to enjoy commercial recreation or professional and many other types of service. Moreover, few in rural areas can have police and fire protection, good roads, libraries, and public-welfare activities on a par with the general run of cities. In only one of the common areas of modern living do the farm families find themselves in a superior position to urban families—that is in the matter of diet.

All this disparity in modern standards of well-being is important—it is more than important: it is of fundamental significance in both the economic and social orders.

The Farmer Seeks Security in Farm Prices

The farmer's quest for security leads him in other directions. He seeks by bargaining some protection against falling prices, losses, and depressions. He organizes for collective bargaining as well as for other protective purposes, including favorable legislation. He also solicits governmental aids in the form of price supports, subsidies, and marketing controls. In this he is attempting for himself and for the widely scattered 6 million other farmers of the United States to do about what has been patterned in industry and labor.

In striving for security, the farmer comes face to face with other economic groups seeking the same goal. At this time farmers find themselves in a relatively better economic position than any they have experienced since the days before and during World War I. Some critics point to the zooming prices being paid for farm products and insist that farmers are taking unfair advantage of consumers.

Let's take a representative list of farm commodities and compare the returns the farmer receives now (1947) with those he received during the period 1935 to 1939. In August this year, the price that the producer received for eggs, for example, was 292 percent of the 1935-39 average, or 63 cents per dozen. For butter, the producer received 252 percent of the price for that same base period, or 77 cents per pound. The price of milk was 239 percent of the base period; of chickens, 201 percent; of turkeys, 155 percent; and of wool, 185 percent. Beef cattle sold for 317 percent of the 1935-39 figure, and hogs reached 318 percent.

These price figures, considered by themselves, convey the impression that farmers are extremely well off. But there are three items on

the other side of the ledger that many apparently forget to consider. (1) The cost of feed necessary to produce these farm products also has increased substantially above the levels for the years from 1935 through 1939. Barley is up 268 percent, oats 263 percent, wheat 275 percent, and hay 213 percent. (2) The cost of farm labor is much higher than before the war—wages for farm labor last August were 367 percent of the 1935-39 average. Adding all production costs together, the average of cost prices of producing farm commodities in Oregon now is 287 percent of the cost prices for the same base period 1935-39. (3) This base period was not a particularly good period for producers of farm products; furthermore, the marketing charges of distributors were the highest in history—\$16,000,000,000 to \$17,000,000,000, out of a retail total of \$35,000,000,000.

In one accepts the governmental theory of parity based on purchasing power of farm products in the 1910-14 period, then the average prices for farm products that I have indicated would figure out about 103 percent of parity.

In the opinion of those of us who are in or close to agriculture, the current general price level is not out of line in comparison with other prices and incomes in the over-all picture of our present economy. In fact, there are government statistics to show that food in the same general quantity and composition as that purchased in 1935-39 requires a smaller percentage of the consumer income than at that time.

As to the place of subsidies in agriculture, there is general agreement that the United States wishes to avoid the evolution of a peasant class in the open country and is determined to do so. The reason for this may be economic, but far beyond this economic reasoning, I believe, are the social implications. And here let me again requote Father Aleuin, "American economic and social life in the city cannot permanently stay on a level of high standards of living without at the same time raising the standard of living and income among the rural people. . . ."

The American Heritage

All this profoundly affects the American heritage. In shaping this heritage, influences of rural thinking were for a long time without question the dominant ones; always they have been strong ones; usually, even in later days, they have been the controlling ones.

And so, since the principles that have contributed most, in my opinion, to the making of America are of rural origin and distinctly are not the product of congested cities; and since the country people are always found foremost in the ranks of those protecting the institutions and the traditions that have made this country what it is—is it not indeed a sound philosophy that those who live in the open spaces should have equality in possession of those factors that determine levels of well-being?

In conclusion, let us for the third time turn to the opening statement, that American economic and social life in the city cannot permanently stay on a level of high standards of living without raising these standards among the rural people. Under current conditions there is a moderate increase in income to farmers, which may be expected in time to be translated into higher standards of living among the rural people. Examination reveals that in view of historical fluctuations in returns to farmers, current levels of income are not out of line in comparison with those of other groups that form the over-all economic picture.

All activities directed toward improvement in society depend upon clear understanding for advancement. Mutual understanding of the intricate problems involved tends strongly toward mutual respect between different economic groups, which must be had as a basis for any progress in their orderly solution.

LONG-RANGE PROGRAM AND OBJECTIVES OF THE AGRICULTURAL EXTENSION SERVICE

J. E. CARRIGAN

Director, Vermont State Extension Service

Part of a talk given at the Annual Land Grant College Meeting, 1947, in which specific suggestions are made for future extension development; also a brief report on a Vermont study that shows that the present program is not reaching all that it should.

DURING THE PAST GENERATION OR MORE of activity under the Smith-Lever Act, our work has been confined largely to farm and non-farm rural people—the men, the women, and the boys and girls. It has been for the most part restricted to the conventional agricultural and home economics subjects, including soils, crops, farm and home

management, livestock, clothing, nutrition, marketing, and others. In doing this work we have had in mind not only giving the rural people a better living and the people as a whole an adequate food and fiber supply, but also conserving the soil and forest resources at the same time that they are being used.

More recently there appear to be trends not of an emergency nature but of a more permanent nature that do not lie wholly within the confines of the past program, and I assure you that the fact they do not lie within those confines does not at all indicate that I feel they are improper. They are four in number and deserve some analysis.

1. Need to Contact More Older Youth

First, we find a growing effort to reach a fourth group in our population, which I shall call, for want of a better term, the older youth. This is a most important age group in our population, and I believe every state is working on its problems to a greater or lesser degree. These young people are at the age when they are making decisions on two of the most important questions of their lives: What is going to be my life work? With whom am I going to live? While obviously we are not going to set up an occupational guidance agency or a matrimonial bureau, there is a great deal of information that should be available through the extension services and would assist these young people in making their decisions, especially with respect to an occupation in life.

2. Work in Cities

In the next place, we seem to be reaching into the cities, especially in home economics and in the horticultural field. There is nothing in the Smith-Lever Act that prohibits this. If it is undertaken in an effective way, it well may be that we shall have more extension workers located in our cities than in the open country.

3. Work With Individual Families

Furthermore, there is developing an interest in the direction of more intensive work with individual families. Perhaps the outstanding example of this is the balanced farming program in Missouri, which undertakes individual farm-and-home plan making. Agencies other than extension are working along this line, for instance, the Soil Conservation Service, with its individual farm land planning and the development in farm forestry planning under the Norris-Doxey and related legislation. Over the years, extension has not worked very

much in this way, using instead the individual practice approach. I cannot see how this individual farm family planning can be done generally without a very great expansion in staff members, since the number of people reached individually with over-all farm-and-home planning must be quite limited per worker.

4. Broader Subject Matter Base

And finally, we are ranging into broader subject-matter fields. Extension groups, including rural-policy committees, discussion groups, home demonstration clubs, and others, are devoting time to public problems relating to agriculture. They study, discuss, pass resolutions, and, if you please, encourage application of policies covering public health, land use, improved educational systems in rural areas, adjusted functions of government, yes, even how to prevent war, and the like. Some of the people insist that they have broader interests than are circumscribed by the conventional home economics and agricultural subjects. As one woman said, "I am more interested in keeping my grandson, Johnnie, out of the next war than I am in just how he is to be fed tomorrow."

A Basic Extension Principle

One of our land grant college presidents raised the question with me recently as to what is the educational principle on which extension is based. I failed to give him a good answer, but he set me thinking. I sensed that he felt that extension is trying to be all things to all people. I believe my answer to him now would be something along this line.

When you are working with adults, you cannot use some of the educational methods that time has proved effective with youth. You cannot put adults in a classroom, and under pain of receiving a failing grade, make them take compartmented doses of subject matter. You either help them with the problems and interests they have, or you do not do educational work with them. And these problems and interests lie in the whole field of human activity. And so, as we do extension work, especially with adults, we in some way have to meet their problems and their interests. This holds great implication for the future.

Extension Study in Vermont

Now, having considered some of the more recent developments in extension, I'd like to turn attention to a recent survey of extension

work in Vermont, as throwing a bit of light on where we are after a generation or more of the type of work we have been doing among the rural men, women, and boys and girls. This study was made by the Bureau of Agricultural Economics in cooperation with the federal and state extension services. It was made in master sample areas and on farms where the farm operator must have had at least two-thirds of his working time during 1945 on the farm he operated, or on the farms where at least half the gross cash income of the family for that year must have been derived directly from the farm. These are our commercial farmers, those on our better, larger farms.

It was found that 8 in 10 of these farmers, or 80 percent, claimed they knew about the work of their county agricultural agent, and half of them (50 percent) had dealings or contacts with him; that 7 in 10 of the housewives, or 70 percent, claimed they knew about the work of the home demonstration agent; that one-third of them (33 $\frac{1}{3}$ percent) had had dealings or contacts with her; and that 1 out of 4 of these families having boys and girls of eligible age for 4-H Club work, or 25 percent, had at least one boy or girl participating in that work. The fact that, with only one 4-H Club agent in the county, a large proportion of the men and women are conscious of extension work and have cooperated directly with these agents is evidence of remarkable accomplishment.

But there still remains the fact that in this group, which is probably the one we have been reaching most effectively with our past programs, 20 percent of the farmers and 30 percent of the homemakers know nothing about the work of the agents; less than 50 percent have had dealings with them; and 75 percent of those having boys and girls of 4-H Club age have no boys or girls in the clubs. Thus, while we reach out to the older youth and the city dwellers, while we do more intensive over-all planning, while we work with farm families, and while we launch into the field of education in public policy, we need to increase and improve our work within the limits of the program of the past.

Extension—a Developing Program

Our program, especially, should be different now from that of a year ago, or even of yesterday, and it should be different next year and even tomorrow. It must be a living, developing thing, otherwise it will become stagnant. We should remember that one of the great and disastrous faults of human institutions is that once established,

they fight against change. Extension, like other human institutions, has failed at times to read the signs of times. It has failed to seize its full opportunity and then has found itself struggling to regain that opportunity. This takes precious energy. Eternal alertness and readiness to make adjustments are prices we pay for continued existence. At the same time, we need to avoid the other extreme—chaos. There are some who would jump on every band wagon and shift with every changing wind. This, too, is disastrous. There is a course somewhere between stagnation and chaos that is best defined by the term stability.

Let us have our objectives and our program as clearly defined as possible, but let them never be final. They must be dynamic. With the spirit of adventure in our souls, with constant alertness to detect the changing needs and courage and willingness to adjust to them, and with clear, calm judgment covering our actions, I feel sure the extension services will continue to function with constantly increasing effectiveness.

EXTENSION'S FIELD IN MARKETING

H. R. VARNEY

Director, New Mexico State Extension Service

Part of a talk given at the Annual Land Grant College Meeting, 1948, in which the part extension is expected to take in the marketing program is discussed and attention called to the necessarily obscure demarcation between what is production and what is marketing.

WHEN THE EXTENSION SERVICE WAS FIRST ORGANIZED, and during World War I, we were going through a period of rising prices and of practically unlimited demand for agricultural products. The most pressing problems were those of production, of getting the greatest possible output from every acre and every man. The information and knowledge wanted by the people was that connected with production.

During the twenties, when the matter of marketing came more to the attention of the farm and rural people, it was realized that both aspects must be considered if in the long run farmers are to prosper. Extension has recognized this and has since then devoted considerable time and money, although a minor proportion of the total, to marketing work, primarily with producers and first handlers.

Production, Marketing, Outlook

Now, suppose we try to pin this marketing field down a little more closely. We can divide the mandate of the extension services into three broad parts, or fields: (1) Production, (2) marketing, and (3) agricultural outlook and general policy problems. The three are quite distinct in many respects, but are nevertheless closely related, and what is done in one field has an immediate and important impact on the others. The dividing line between them is not clear and sharp. There is, rather, a broad twilight zone and the opportunity for much argument; for example, as to whether the development and production of a particular high quality, disease-free variety of peaches that stands shipment well and meets with consumer favor is a matter of production or marketing. Such arguments, it seems to me, simply point to the necessity of developing our extension program on a broad, unified basis, rather than in separate water-tight compartments, and to the need of having the various workers, whether labeled for marketing or something else, work closely together, if we are to get a specific job done.

After considerable discussion, it has apparently been administratively decided that insofar as extension responsibilities are concerned, the field of marketing starts at the time the agricultural product is ready to harvest and follows through to the time of consumption. That means that extension has the responsibility of carrying on educational and demonstrational work with producers, insofar as harvesting, grading, and packaging are concerned; and with handlers, processors, distributors, retailers, and consumers. This responsibility includes—

1. Making available in an easily understandable form the results of research on marketing problems.
2. Promoting the adoption of new and improved marketing methods.
3. Disseminating new outlook and marketing information.
4. Engaging in consumer education to promote more effective utilization and greater consumption of agricultural products.

Individual and Group Problems

I have mentioned the three broad fields into which the extension program may be divided. We could also divide the problems that face us in another way into two general classes: (1) Those that affect individuals most directly, and might be called management problems; and (2) those that affect them more indirectly, and might be called

general policy or group problems. In the first case the individual can take direct and positive action on his own farm, in his own business, or in his (or her) own home. In the second case the individual must act as one of a group.

It is with problems of the first group that extension workers have been dealing primarily in the past. We will continue to spend much time on such problems, although there is and will continue to be a tendency to spend a smaller proportion of the total time on them.

As to the second type of marketing problems, those requiring group action, we need to be well informed but we also need a somewhat different approach. When you talk about such problems you face a situation in which there is probably more uncertainty than in the individual problems. The people do not have their objectives so clearly in mind. We do not have the remedies to give them on the same basis as with sick chickens. We are not so sure of the results. The problems deal largely with human nature and with the actions and aspirations of people. Personal interests may be at variance. It is more necessary first to discuss the situation with the people, give them such facts as we have in answer to their questions, and help them in this way to arrive at their own conclusions and get their objectives clearly in mind. Until they fully understand the situation, they are not in position to have definite, intelligent objectives. Until the majority of the group know what they want, and what that involves, it will not be possible to get very far in solving some of the basic marketing problems, because in a country such as ours the majority of the people determine not only what is to be done but how successful any program is going to be. The forcing of action before the majority is ready and agreed will usually be disastrous.

Developing Group Action by The Discussion Method

The method that has seemed to work best in this connection has been discussion in not-too-large groups. The particular merits of the discussion method have to do with the opportunity it affords members of a group to state a problem in their own terms and to use their own resources toward a solution, and especially in the fact that it makes the members of the group think for themselves.

Discussion is not appropriate as a method of fact finding—the techniques of scientific research are far better for that purpose. Dis-

ussion is similarly unsuited to conditions in which immediate executive decisions must be made. The emergency may be too great for discussion. It is desirable as a means of crystalizing opinion on problems about which some information is available and on which the requirement for extension action is still in the future, but concerning which active and diversified views exist within the group.

In such circumstances, discussion supplemented by available facts at the appropriate time provides members of the group with a means of comparing opposing attitudes and beliefs; of bringing science and experience into relationship; of discriminating between facts, opinions, and prejudices; and of developing for themselves a body of well-tested opinions as a basis for future action. A secondary object or byproduct will be recommendations of these groups as to the assistance they feel they need or want from various public agencies.

If as extension workers we are to function effectively in this part of the field of marketing, we will need to cooperate in a manner different from that in the field of individual or management problems. Most of us will need additional training in these methods. This method is more difficult than the individual approach, but I believe it must be used if we are to solve this type of marketing problem.

Summary

The federal Extension Service was set up as the arm to extend to the people of the United States the results of research work carried on in the Department of Agriculture, in the colleges, and elsewhere. It has also been effective in bringing back to these agencies the opinions and problems of the people. Such a program is necessarily a continuing program, since our information is constantly changing and being increased and the people are constantly changing as younger men and women move into the places vacated by those who pass on. This situation causes a difference, in degree at least, between extension and research projects that should be recognized insofar as a strict adherence to a predetermined outline is concerned. Furthermore, we should always realize that extension programs in marketing will be dealing primarily with people, rather than things; that they cannot be isolated in a test tube; and that they do not always react the same under similar conditions. By means of education and information, extension encourages people to change and improve marketing methods and practices. It cannot, even if it would, force such changes.

Chapter 10

EDUCATIONAL PHILOSOPHY—SHORT STATEMENTS, OUTLINES, CREEDS, SONGS, COMMENTS

A grouping of statements pregnant with ideas. The reader will find the following pages stimulating.

OUR GREAT NEED: INTERPRETERS

GLENN FRANK

President, University of Wisconsin

The following observations as to the need of interpreting scientific facts, put in a few expressive words the great importance of widespread adult education and better methods of teaching.

THE FUTURE OF AMERICA is in the hands of two men—the investigator and the interpreter. And we have an ample supply of investigators, but there is a shortage of readable and responsible interpreters, men who can effectively play mediator between specialist and layman.

Science owes its effective ministry as much to the interpretative as to the creative mind. Rarely do the genius for exploration and the genius for exposition meet in the same mind. The investigator advances knowledge, the interpreter advances progress.

A dozen fields of thought are today congested with knowledge that the physical and social sciences have unearthed, and the whole tone and temper of American life can be lifted by putting this knowledge into general circulation. But where are the interpreters with the training and the willingness to think their way through this knowledge and translate it into the language of the street? I raise the recruiting trumpet for the interpreters.

A PRAYER FOR TEACHERS

GLENN FRANK

O Lord of learning and of learners, we are at best but blunderers in this Godlike business of teaching.

Our shortcomings shame us, for we are not alone in paying the penalty for them; they have a sorry immortality in the maimed minds of those whom we, in our blundering, mislead.

We have been content to be merchants of dead yesterdays, when we should have been guides into unborn tomorrows.

We have put conformity to old customs above curiosity about new ideas.

We have thought more about our subject than about our object.

We have been peddlers of petty accuracies, when we should have been priests and prophets of abundant living.

We have schooled our students to be clever competitors in the world as it is, when we should have been helping them to become creative cooperators in the making of the world as it is to be.

From these sins of sloth, may we be free. May we be shepherds of the spirit as well as masters of the mind.

THE NEW EDUCATION

GLENN FRANK

THE FIRST LAW seems to be that we learn by action, rather than by absorption.

We learn to do by doing, rather than by talking about doing.

We learn to think by thinking, rather than by memorizing what someone else has taught.

We learn to live by living, rather than by having someone tell us how to live.

The duty of a college is to be a supplement to experience.

The temptation of a college is to become a substitute for experience.

Primitive man was unschooled, but he was not uneducated.

He gained his education by dodging danger in the jungle, by contriving ways and means of survival in an unfavorable environment, and in drinking the heady wine of high-hearted adventure that taxed all his powers of observation and adaptation.

He went to school in the school of experience, where the tuition was high, but the education was real.

One day a bright primitive father thought it would save the time of his sons if they could be taught some of the fruits of experience, and so he started the first school.

All he expected that first school to do was to direct his sons in getting their experience in the least wasteful way.

We, his successors, have too often thought we could deliver canned experience to our sons—in textbooks and lectures.

We cannot, and the sooner we organize all our schools in terms of learning by action, rather than by absorption, the better.

Do not these laws apply equally well to problem determination, planning, and program making as well as to schools? People can determine correctly most of their problems if properly guided and directed. Why not help them to do so, rather than shovel information at them, or make the determination for them, and then ask their approval? To be sure it takes more time, but it is more educational also.

LIFE PHILOSOPHY

LIBERTY HYDE BAILEY

Chairman, Country Life Commission

AT THE EPSILON SIGMA PHI dinner at Willard Straight Hall, December 3, 1948, Liberty Hyde Bailey read a letter he had written in reply to an inquiry concerning his philosophy of life. The following is an excerpt from that letter.

You ask my reaction to the long years of my life. Life has had its troubles and afflictions, but it has also had transcendent satisfactions. The earth itself has seemed good to me, with its boundless scenery, its inexplicable animals, its whelming vegetation, its universal beauty. I do not yet know why plants come out of the land or float in streams or creep on rocks or roll from the sea. I am entranced by the mystery of them, and absorbed by their variety and kinds. Everywhere they are visible, yet everywhere occult. I may even grow them and thus cooperate in the creation. I may help in the furnishment of the globe.

Seeds are prophecies. The young shoot is an inspiration. It is my obligation to watch the unfolding process, to see the leaves come forth and take positions peculiar to their kind, then flowers with colors of earth and heaven, pods and fruits, and again the prophetic seeds by which the plant is always furnished and clothed even though it is changing. I look at the roots and wonder why. I smell the soil and feel it with my fingers. What are all the troubles and toils of life as compared with the privileges that are mine to partake, even before I ask?

SMITH-LEVER COOPERATIVE EXTENSION ACT

W. A. LLOYD

Director of Information, Association of Land Grant Colleges and Universities

THIS TRULY GREAT DOCUMENT, the Smith-Lever Act, is a product of extensions' statesmanship of the highest order. It is a sort of post-legal Bill of Rights, in which the terms of the "cooperation" are spelled out and the framework through which the "mutual" agreement was to be put into effect established. It has stood the test. It is the embodiment of fundamental policy and is by far the greatest and most influential document in extension history.

The question (cooperation) is still a moot one. After all it matters little what the lawyers and the courts may argue or decide, cooperation is a matter of the spirit. If it is earnestly desired and strongly striven for by both parties to the compact, it will exist without express legal authorization; otherwise it will wither and die, no matter what the letter of the law may require. Cooperation is a two-way street. It implies equality, and it languishes in an atmosphere of domination

by either party—its essence is “mutual agreement.” Entirely aside from the boogie of “federal domination” on the one hand or the silly shibboleth of “states’ rights” on the other—real, effective cooperation in extension between the state colleges and the United States Department of Agriculture is desirable from the standpoint of public welfare.

A FIVE-POINT OUTLINE FOR AGRICULTURAL PROGRESS

M. L. MOSHER

Extension Professor of Farm Management, University of Illinois

A brief outline, summarizing a lifetime of experience of a pioneer in the organization and operation of farm management associations.

FIVE SIMPLE STEPS will lead to a desirable type of farm living. The five steps may be named with five words: Research, education, application, selection, distribution. The mere naming of these five steps does not impress one with their significance or importance. Each word, however, represents a particular part of a comprehensive program. All five parts are equally essential, although they may not appear of equal bulk or weight. Slightly expanded, the five words are more nearly self-explanatory :

1. Research—

That learns the facts on which a sound agriculture is based.

2. Education—

Of many farm people in the facts learned through research.

3. Application—

To farm practice, in an organized way, of the facts of research learned through education.

4. Selection—

Of the most valuable products or practices found by measuring the results, when established facts are applied by many farm people.

5. Distribution—

To all farm people of the most valuable products or practices developed by application of the facts of research, tempered by farm experience.

EDUCATIONAL PRINCIPLES

M. L. WILSON

Director of Extension Work, United States Department of Agriculture

IN THESE 30 YEARS we have learned that, although agricultural and home demonstrations constitute perhaps the keystone of the extension system, many other things are a part of extension work and successful extension teaching. The following principles of education may now be said in a general way to be embodied in extension programs:

1. Participation

Interesting farmers or members of their families in acting either as project demonstrators or cooperators or as local or neighborhood leaders.

2. Democratic Use of Applied Science

Translating scientific research and experimental findings in such a way that farm people can adapt them or reject them, according to their own wishes and needs.

3. Cooperation

Cooperating educationally and otherwise with agencies on the three levels of government—federal, state, and county—and with local groups and organizations.

4. Grass-roots organization

Sponsoring local programs by local groups of rural people in cooperation with the resident farm or home agent. Extension work reaches into the community, neighborhood, and family, with projects for every member, including boys and girls 10 years old or over.

5. Variation of Methods According to Needs of Groups

Developing a variety of teaching methods with which to reach different groups in a community.

6. Use of Specialists

Relying upon trained specialists who have the responsibility of keeping resident county agents in close touch with experimental research and progressive developments in better farm practice.

7. Survey and Trial Programs

Scientific sampling and surveying of limited programs to test their practical use on a larger scale.

8. Recognition of Interests and Needs

Building programs in accordance with the needs and interests of the families who are to be taught.

9. Recognition of Cultural Changes

Adapting programs, so as to best suit them to the culture of the people who are to be taught.

10. Recognition of Scientific Changes

Adjusting programs in line with scientific developments as these come to be accepted by the community; and with changes in the conditions and requirements expected of the community.

BIRD'S-EYE VIEW OF EXTENSION**H. H. WILLIAMSON***Assistant Director of Extension Work, United States Department of Agriculture*

ATOP THE TOWER you get the broad look. Extension now has almost half a century of fine service behind it; its work ever broadens to take in more of the problems of farm people; its roots sink deeper into their consciousness.

Extension is education for action. It has more future than past, and our concern is the future. A good pattern has been laid.

Our objectives remain the same, but scope and methods are changing. Let's not be afraid to expand our scope, to use new techniques.

A future demands better planned, better balanced progress, still rooted in the neighborhood, flavored with the personal touch.

There is need for more leaders, better use of leadership, and a better public understanding of the job being done.

Professional extension training is becoming a must for those who are to succeed.

TO MAINTAIN AND PRESERVE THE FAMILY FARM A MAJOR EXTENSION OBJECTIVE— COMMITTEE REPORT, 1941

Land Grant College Committee on Citizenship Training, 1941

In view of the present world threat to our democratic institutions, the independent farm family and the family farm assume added importance in this country.

THE WHOLE CONCEPT OF DEMOCRACY presupposes a series of independent individuals who support the state from a conviction of the rightness of this particular governmental system, rather than because of their relation to any economic benefits the system bestows. This has been so evident to all observers that farmers have long been termed "the balance-wheel in our national life."

In all nations where democracy has flourished, farm people have had a large part in its success. To preserve the family farm is of high importance to America. If farming becomes a business of large-scale operations, with corporate or cooperative owners, it will be more difficult to sustain an American way of life. To survive against the modern trend of mechanization and consolidation, it is necessary that farmers and their families voluntarily accept and utilize those techniques of production, consumption, distribution, and organization that experience has demonstrated to be best.

From its inception, the Agricultural Extension Service has had as its objective, to maintain and preserve the family farm and the American way of life through improved production, consumption, and distribution, leading toward better family life for adults, 4-H Club members, and older youth.

Agricultural and Home Economics Extension is the only nationwide agency designed primarily to preserve the family farm. The committee, therefore, recommends that the program of extension be "To Maintain and Preserve for America, the Family Farm."

Respectfully submitted by the Committee on Citizenship Training.

A. E. BOWMAN, *Wyoming*

H. H. WILLIAMSON, *Texas*

B. H. CROCHERON, *California*

OLGA BIRD, *Michigan*

M. HOCHBAUM, *U.S.D.A.*

MARY ROKAHR, *U.S.D.A.*

I. O. SCHAUB, *North Carolina, Chairman*

FOURTEEN BASIC FEATURES OF COOPERATIVE EXTENSION WORK

LESTER SCHLUP

*Chief, Division of Information, Extension Service,
United States Department of Agriculture*

COOPERATIVE EXTENSION WORK has many and varied features, each affecting in some measure the farm, the farm home, the community, the county, the state, and the nation, and each in turn reacting helpfully upon the others. The following 14 features may be considered basic.

1. It is a joint democratic enterprise—farm people with their county, state, and federal governments, cooperatively financed, cooperatively administered.

2. It is education in agriculture and home economics, primarily of rural people—men, women, youth—for all rural people.

3. It is practical education, applying science to real-life situations on a learn-to-do-by-doing basis.

4. It is education for action, action by individuals in improving their farm and home skills and management, their health and other individual needs, action by groups to improve such environmental, economic, and social factors as marketing, purchasing, community health, recreation, soil conservation, and the like.

5. It is education that through participation builds the individual mentally to exercise effectively his own thinking, judgment, and leadership in solving his own problems and, in cooperation with others, to solve group problems.

6. It is education that stimulates farm people to analyze and recognize their own problems and to take steps to solve them individually and collectively.

7. It is education that recognizes the psychology and habits of the people in each community and utilizes those techniques that, in terms of local interest and understanding, have maximum effectiveness.

8. It is education that not only helps in solving the immediate problems but also encourages farmer-developed programs directed toward long-time objectives.

9. It is application of scientific facts supplied through the cooperative extension service, the county programs being developed by the farm people themselves and reflecting the local needs.

10. It is cooperation on a two-way road—facts and information and guidance flow from the Department of Agriculture to the state land grant college, to the county, to the farm people; and the problems and solutions developed by the people in turn flow back to and have their influence upon the county, the state land grant college, and the federal Department of Agriculture.

11. It is a means of direct access to all the farm homes in the United States, through its network of county extension agents and local volunteer leaders.

12. It is flexible and can swiftly and effectively adjust its teaching efforts to new situations—local, state, national, and international.

13. It is a help in preserving the family farm and the American way of life, but recognizes that the family cannot be isolated from the best interests and well-being of the community, the state, and the nation.

14. It is a help in developing among rural people those traits of character, qualities of leadership, and knowledge of basic issues that make them valuable citizens, whether they stay on the farm or move to the city.

THE COOPERATIVE EXTENSION SERVICE

J. L. BOATMAN

*Chief, Division of Subject Matter, Extension Service,
United States Department of Agriculture*

The following items are taken from a stimulating discussion and give a brief summary of extension philosophy.

THE SMITH-LEVER ACT states that “this work [extension] shall be carried on in such manner as may be mutually agreed upon by the Secretary of Agriculture and the state agricultural college or colleges receiving the benefits of this act.” These two words “mutually agreed” characterize the spirit of extension. This principle is followed in all work between the two principals in the contractual relationship, namely, the Department of Agriculture and the state land grant colleges. It is also followed within the states between the colleges and the people of the counties.

Democratic Principles

Out of this democratic atmosphere, and as part of it, grew the sense of local responsibility for the success of extension work on the part of the people whom extension was established to serve. This is typified by the widespread participation of local people in determining programs and in actually carrying out phases of these programs through serving as local educational leaders, cooperators, and demonstrators.

Flexibility

Flexibility is another characteristic of extension work and a major contributing factor to the success that it has attained. Certainly the period through which the Cooperative Extension Service has served has demanded flexibility. It should also be recognized that this flexibility includes a continuing expansion of the field of educational services rendered through extension as new problems are recognized and as the enlarging background of scientific knowledge and experience makes broadened services possible.

Alertness

Alertness on the part of extension to recognize new scientific research developments of value to rural people—and to relate these facts in language readily understood and applied by them—is another characteristic. The informal setting within which extension educational work must be carried on and the wide variety of problems, needs, interests, and cultural backgrounds of the people being served necessitate a correspondingly wide variety of the best teaching methods and techniques.

Efforts to Be of Service

The spirit of service is evident in the obvious desire to serve others, which is one of the factors making for the high degree of responsibility and loyalty that typifies extension workers. It makes no difference to them whether their audience is one or a hundred. The same vigor and enthusiasm go into their efforts to be of service on every occasion. This is the spirit that has enabled extension to render the service that it has. This is the spirit that is necessary for its success in the future.

Maturity for Guidance

What of the future? Some things are clear. The Cooperative Extension Service is a mature organization. It has experienced one emergency after another through its entire existence. It has learned to do by doing, and out of that experience it has established itself to the point where other nations throughout the world are looking to it as a guide for the development of similar work in their own countries. This should not lead to any sense of complacency. As an established, mature organization, more will be expected of it than in the past, as farmers find new problems with which they need help and guidance.

Ever-expanding Character

There is a constant change in the educational base upon which extension work builds. A third of a century of extension work has made its contribution to this change. As more and more 4-H Club members, Future Farmers, and graduates of agricultural colleges take up farming as a vocation, the more evident this fact becomes. Looking to the future, therefore, we can see the need for expanding programs of work both in content and intensity, the need for greater efforts at program integration to make all work more productive. All this presents a real challenge to extension workers to be of service to a clientele of constantly growing capabilities.

I AM HOME

ABBY M. MARLATT

Head, Home Economics Department, University of Wisconsin

I AM HOME—Result and Creator am I. Heirloom of those gone and heritage of those to come. Through me life immortal has spoken in messages that the world has loved and revered.

I tell the story of life's evolution, the story of growth, the story of civilization. I am the first and last memory of life. I am the inspiration for the home eternal.

I am the incentive of marriage and the consolation of the lonely. I rescue the wayward from the sorrows of life. I console the desponding. I lessen the fears of the dying. I whisper hope to the bereaved.

I embody the wisdom of the past. I offer the wisdom of the future. I belong to all people, all races, all worlds. I am the expression of all that is best in their history, their loves, their arts, their religion.

I train the young. I modify their heredity. I march with their progresses. I adjust their needs. I influence their lives for good. To that end was I created—the mightiest force of God.

I AM HOME.

AN AIM FOR THE HOMEMAKER

J. LITA BANE

Vice-Director, Home Economics Extension, Illinois State Extension Service

To have the home—

Economically sound
 Mechanically convenient
 Physically healthful
 Morally wholesome
 Mentally stimulating
 Artistically satisfying
 Socially responsible
 Spiritually inspiring
 Founded upon mutual
 affection and respect

THE HOME DEMONSTRATION AGENT, A LAMPLIGHTER

OPHELIA SHEPARD

Master Farm Homemaker, Boone County, Missouri

Mrs. Norton H. Shepard's tribute to home demonstration work is one of those easily usable statements that tell much in a few words.

IN OUR EARLY CHILDHOOD, before the common use of electricity, many of us older folk can remember, when we visited our city cousins, seeing the lamplighter making his way in the evening dusk, lighting the lamps along the city streets.

Down the darkening street he came, probably whistling, or perhaps if it was a rainy night, in a more somber mood. Standing on his wagon seat or climbing the stubby ladder, which he leaned against the lamp post, he lit the lamp. A spurt of flame from the hissing torch, a flare of fire, the click of the closing door, and then soft radiance, spreading golden light through the gathering dusk.

On, this lamplighter went, lighting another lamp, still another, until the way became a long vista of mellow light, scattering the approaching darkness so that the wayfarer might travel in greater safety and comfort and happiness.

So I like to think of our home demonstration agent—as our lamplighter. She has come to us down our dark street, brisk, courteous, and ever helpful. She has lighted many lamps. You know them well, so I will take time to mention only a few.

She has lighted the lamp for efficient conduct of the home in all its physical aspects—so that it may be a better and happier place in which our families may live.

She has lighted the lamp for the rearing of our children with healthy bodies and alert minds—so that tomorrow's men and women may be able to handle successfully the challenging tasks that we have been unable to solve.

She has lighted the lamp for higher standards of personal and public living—for during the past 25 years women have learned the part a citizen must take in the life of the community, and the part a citizen must take in the life of our nation, as well as the duties of citizenship in a world neighborhood.

She has lighted the lamp for a greater appreciation of country living in all its various aspects—so that we may be better able to find

the bluebird of happiness in the profession of farming itself and in farm life in general.

She has lighted the lamp of neighborliness—thus, through community extension clubs, we have learned to know our neighbors better and, when we really know and understand them, to like them.

She has lighted the lamp of a keener sense of responsibility for the common welfare—so that no person can be really happy, no matter how rich he and his family may be, in a world in which millions are impoverished and idle.

Finally, she has lighted the lamp of courage and hope—to keep working for a balanced abundance in which all may share.

For all these benefits the women of Missouri are deeply appreciative and truly thankful.

HOMEMAKER'S RECIPE FOR ACQUIRING THE NEW OUTLOOK

ELLEN LENOIR

State Home Demonstration Agent, Louisiana State Extension Service

BEGIN WITH A GOOD SUBSTANTIAL LAYER of old-fashioned housekeeping skill. Add a generous measure of interest in public affairs and as much knowledge of what is going on in the world as can be scraped up. Cover with a layer of work for home and community services, health, recreation, library, and the other facilities for abundant living. Sprinkle with ability to see that the first things in homemaking are the things of the spirit; but that conveniences and beauty add to the comforts of life. Add a dash of sense of humor and a heart full of faith in God and His wisdom. Let all simmer together in a happy home for the lifetime of the family.

TO MY HOME DEMONSTRATION AGENT

ETHEL (MRS. GEORGE) REINKING

Home Chairman, Hennepin County, Minnesota

You are my home demonstration agent.
 You have helped me recognize the nobility
 of my task of homemaking.
 You have brought me inspiration
 for many dull tasks—for instance,
 You have made the lowly task of
 bread making a creation of beauty.
 You have also given me untold practical help.
 You have saved me many minutes of time,
 through better planning.
 You have contributed to my physical well-being,
 by saving me needless steps.
 You have added to the happiness of my family,
 by helping me understand them better.
 You have inspired me—you have taught me.
 To you, my family and I, owe
 an unmeasured debt of gratitude—
 For You Are My Home Demonstration Agent.

WHY HOME DEMONSTRATION WORK?

ROSYLIN KENNEDY

Curry County, New Mexico

Excerpts from prize letter written by Mrs. W. G. Kennedy for a letter-writing contest, in which tribute is paid to the benefits of extension work in home economics.

LOOKING BACK AS I DO TODAY over more than a decade of home demonstration club work, I cannot think of a single phase of homemaking or of community work that the influence of home demonstration teaching has not touched.

Through the study of nutrition, I have learned the vitamin and mineral contents of the different foods; how to produce, conserve, and prepare food that will not lose its value before it is served on my

table; how to instill right eating habits in my children, so they will consume the food that will build good, strong bodies; and how to check on physical defects, which, corrected in time, will prevent serious trouble later. Today I am proud of my four strong, healthy children; also, the good health of my husband and myself.

It has meant much to me to learn the best ways of sewing and mending and of choosing a sensible wardrobe. This has improved my appearance and self-confidence.

Home demonstration club work has meant much to me in teaching me how to make the home more comfortable and livable; how to make good comfortable bedding with my own hands; how to choose linens of the most desirable, economical value; how to improve my kitchen as a workshop, to make it more convenient, cheerful, and interesting; how to improve my bedrooms, from building a dustproof closet to fashioning a dressing table.

I know how to make my living room take on a new look by re-finish-ing the scarred furniture and making new slip covers for chairs, and how to make beautiful home-made rugs from cast-off clothing or other materials I have on hand.

The home demonstration club has taught me how to make a frame for my house in the arrangement of trees and shrubs. I know how to build a pleasant outdoor living room, where all the family and their friends may enjoy happy hours.

Home demonstration club work has taught me how to create the right kind of family relationship in my home. I have learned the value of the council table, where the members of the family can discuss freely with each other any matter or problem that concerns them. I have learned the fine place of recreation in the home, how it serves to brighten the humdrum of a workaday world.

AN EDITOR'S TRIBUTE TO A HOME DEMONSTRATION AGENT

EDITOR, CARROLLTON (MISS.) CONSERVATIVE

LAST WEEK WE PUBLISHED a letter received from the colored club-women of the county, expressing appreciation to their colored agent, Hannah Waters, for her work among them—all of which reminds us a bit of "credit where credit is due," long overdue.

Hannah Waters began her work among the colored people of this county more than a decade ago, at a time when most of our people,

white and colored, were just coming out of a great depression, and many of us existed only through the benefits of some form of government aid. The colored people were in particularly dire straits. Hannah went among them teaching and preaching a better way of life in which her people might become self-sustaining and less dependent upon the gamble of cotton farming—a complete departure from the ways of by-gone generations.

We have no doubt that her teachings met opposition from the people they were intended to help, but Hannah's persistence won out, and one by one the leaders of the colored race in the county began to fall in line and practice the things she taught. Today tangible evidence of her success may be found in the homes of practically every colored farmer in the county. Through her 4-H and demonstration clubs she has taught food preservation, home gardening, home crafts, and the like to literally hundreds of colored people in every section of the county, and, in turn, many of these have taught others, until the new economy has become accepted by all.

Hannah Waters has won the respect of all who know of her and her work among the colored race, and she deserves the commendation of our people, both white and colored, for her unceasing efforts to raise the standards of her people.

GUIDEPOSTS FOR 4-H CLUB POSTWAR PROGRAMS

NATIONAL ADVISORY GROUP ON 4-H PROGRAMS

TO HELP PREPARE TOMORROW'S CITIZENS, physically, mentally, and spiritually, 4-H Club work provides opportunities for voluntary participation in programs, built on needs and interests, through which youth are—

1. Developing talents for greater usefulness.
2. Joining with friends for work, fun, and fellowship.
3. Learning to live in a changing world.
4. Choosing a way to earn a living.
5. Producing food and fiber for home and market.
6. Creating better homes for better living.
7. Conserving Nature's resources for security and happiness.
8. Building health for a strong America.
9. Sharing responsibilities for community improvement.
10. Serving as citizens in maintaining world peace.

A DOZEN ATTRIBUTES OF THE IDEAL EXTENSION WORKER

ALFRED VIVIAN

Dean, Ohio State University

A *bounding Faith—*

In the importance of the work.

I *nfinite Tact—*

In meeting trying situations.

U *nlimited Patience—*

In overcoming community inertia.

E *ndless Good Nature—*

In the face of all trials.

A *Saving Sense of Humor—*

When nothing else will meet the situation.

A *Large Vision—*

Of the work to be done.

A *bility to Lose Gracefully—*

And to rebound after each defeat.

I *ndomitable Courage—*

In standing for the right.

G *rim Determination—*

To see the work put through to its completion.

C *ontagious Enthusiasm—*

To inspire local leadership.

U *nquenchable Optimism—*

In spite of all discouragements.

U *nreserved Belief in the—*
Importance of the Farm Family
To the Commonwealth.

SHIPS THAT 4-H CLUB WORK BUILDS

R. K. BLISS

Director, Iowa State Extension Service

The following material can be used effectively in pageantry in which 4-H Club members carry placards or other illustrative material denoting kinds of ships. Each member explains how his or her ship is built in club work, thus giving and teaching the broad philosophy underlying 4-H Clubs.

MANY VALUABLE SHIPS are built right on the farm, no matter how far removed from the "briny deep." The builders are the farm boys and girls. Their work is inspired by their association with their fellow workmen, acquaintances, friends, and leaders in the 4-H Clubs. These are the ships the club work builds:

- Workman-Ship** Through better methods of farming and homemaking.
- Fellow-Ship** Through developing common interests and objectives among boys and girls throughout the United States.
- Acquaintance-Ship** Through work in group activities, projects, demonstrations, and programs.
- Friend-Ship** Through intimate association with others in work and play.
- Sportsman-Ship** Through learning to be good losers and gracious winners.
- Partner-Ship** Through working with Dad and Mother on farm and home projects.
- Salesman-Ship** Through teaching better methods to others in demonstrations, projects, and community meetings.
- Leader-Ship** Through conducting meetings—taking part in discussions—serving as officers.
- Steward-Ship** Through the faithful performance of duties in the home, on the farm, and in the community.
- Citizen-Ship** Through the sum total of the training received in various club activities.

All these "ships" except workmanship have to do principally with getting along with other people. Learning to live happily as families and with neighbors is one of life's most important achievements. Four-H Club work is training youth not only how to make a living, but also how to live more successfully.

A FABLE WITH AN EXTENSION MORAL

A. B. GRAHAM

*In Charge, Subject Matter Specialists, Extension Service,
United States Department of Agriculture*

ONCE UPON A TIME a man recommended for a certain ailment a particular salt. Of those suffering from this ailment and hearing of the cure, 90 percent used it and were satisfied with the results.

The man then suggested that the salt be dissolved in water before taking, whereupon 75 percent of the people used it.

He then advised that the remedy be prepared in the proportion of $4\frac{1}{2}$ ounces of salt to $8\frac{1}{3}$ quarts of water, and found that only 60 percent of the people took it.

He next warned against using anything but chinaware receptacles for containing the remedy, and only 45 percent used it.

Then he advised that the water first be boiled, and the percentage of customers dropped to 30 percent.

The next step was to recommend that the solution be strained through muslin cloth, and only 15 percent bought it.

Distilled water exclusively was then prescribed for use in preparing the solution, and nobody at all would use it.

Each modification had been sound and wise, and the man was much disappointed.

Finally, in desperation, in his own laboratory, he made up the remedy for use, and gave it a distinctive name, and everybody used it, and he was happy.

Moral: Everything else being equal, the number of persons who will adopt a recommendation varies inversely with the number of points of complexity in the recommendation itself.

BETTER CITIZENSHIP THROUGH 4-H CLUB WORK

R. K. BLISS

May be used in pageants in the same manner as the "Ships" in the article on page 354.

THE FUTURE OF OUR COUNTRY depends largely upon its people having clear *Heads*, clean *Hearts*, trained *Hands*, and robust *Health*, the goal of the 4-H Clubs. Club work develops—

Cooperation—

Comradeship—organized effort—working with others.

Industry—

Work—diligence—dignifying honest labor.

Thoughtfulness—

Tact and consideration for others.

Imagination—

Vision—development of the creative faculty of the mind.

Zest—

Joy and enthusiasm in work and play.

Efficiency—

Effectiveness—economy of time and effort.

Nature appreciation—

Love of the great out-of-doors.

Service in the home and community—

Mutual helpfulness.

Health—

Vigor—sound minds in sound bodies.

Ideals—

High ideals—physically—mentally—spiritually.

Patriotism—

Love of home—community—country—a patriotism that expresses itself in willing service to the ideals for which our country stands.

ALL OF WHICH, taken together, stand for

C - I - T - I - Z - E - N - S - H - I - P

with all that it implies in a free country.

EXTENSION WORKER'S CREED

W. A. LLOYD

Epsilon Sigma Phi

Originally prepared by W. A. Lloyd as a New Year's Greeting to county agricultural agents. Adopted as the Epsilon Sigma Phi Extension Workers' Creed, at the First Grant Council Meeting of Epsilon Sigma Phi, Reno, Nevada, July 1927.

I LOVE THE BIG OUT-OF-DOORS; the smell of the soil; the touch of the rain; the smile of the sun; the kiss of the wind; the song of the birds; and the laughter of the summer breeze in the trees.

I love the growing crops; the rustle of the corn; the golden billow of the ripening wheat; the fleecy cotton bursting from the boll; the musky odor of the ripening fruit; and the shimmer of the grass that is blue.

I love God's creatures, great and small, that minister to man's needs; the friendship of the horse; the confidence of the sheep; the gentleness of the cow; and the contented confidence of the fattening swine. These represent the response of service to kindness and care.

Because I Love These Things—

I believe in the open country and in the life of the country people; in their hopes, their aspirations, and their simple faith; in their ability and power to enlarge their own lives and to plan for the happiness of those whom they love.

I believe in the farm as the nation's sure defense; the reservoir of its prosperity; its haven of security from those who would despoil it from within or without.

I believe in the farmer's right to a comfortable living; in his right to such recompense for his capital and labor and skill as will make him the peer of those who work in office, shop, or mine; in his right to cooperate with his neighbors for the security of his business life; and I believe in the helping service science sends as handmaid to his common sense.

I believe in the sacredness of the farmer's home; in the holiness of the country woman's love; and in the opportunity that home should assure to culture, grace, and power.

I believe in the country boy and girl; in their longings for opportunity; in their right to trained minds, healthy bodies, and clean hearts; and in the country's call and claim to their service.

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

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

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

*Because I love these things and believe these things—
I am an extension worker.*

THE HOMEMAKER'S CREED

RUBY GREEN SMITH

State Home Demonstration Leader, New York State Extension Service

TO MAINTAIN the highest ideals of home life; to count children the most important of crops; to guide them so that their bodies may be sound, their minds clear, their spirits happy, and their characters generous:

To place service above comfort; to let loyalty to high purposes silence discordant notes; to let neighborliness supplant hatreds; to be discouraged never:

To lose self in generous enthusiasm; to extend to the less fortunate a helping hand; to believe one's community may become the best of communities; and to cooperate with others for the common end of a more abundant home and community life:

This is the ideal the Extension Service offers to the homemaker of today.

THE COUNTRY GIRL'S CREED

JESSIE FIELD SHAMBAUGH

As Superintendent of Schools in Page County, Iowa, Miss Jessie Field was one of the foremost early developers and organizers of 4-H Club work.

I AM GLAD THAT I live in the country. I love its beauty and its spirit. I rejoice in the things I can do as a country girl for my home and for my neighborhood.

I believe that I can share in the beauty around me. In the fragrance of the orchards in spring, in the weight of the ripe wheat at harvest, in the morning song of birds, and in the glow of the sunset on the farm horizon. I want to express this beauty in my own life as naturally and happily as the wild rose blooms by the roadside.

I believe that I can have a part in the courageous spirit of the country. This spirit has entered into the brook on our pasture. The stones placed in its way call forth its strength and add to its strength of song. This spirit dwells in the tender plants as they burst the seed cases that imprison them and push through the dark earth to light. It sounds in the nestling notes of the meadowlark. With this courageous spirit, I too can face the hard things of life with gladness.

I believe that there is much that I can do in my country home. Through studying the best way to do my everyday work I can find joy in common tasks done well. Through loving comradeship I can bring into my home the happiness and peace that are always near us in God's out-of-door world. Through such a home I can help make real, to all who pass that way, their ideal of country life.

I believe that my love and loyalty for my country home should reach out in service to that larger home that we call our neighborhood. I would wholeheartedly give my best to further all that is being done for a better community. I would have all that I think and say and do help to unite country people, near and far, in that great kingdom of love for neighbors which the Master came to establish—the Master who knew and cared for country ways and country folks.

PLOUGHING SONG

FANNIE R. BUCHANAN

Specialist, Iowa State Extension Service

Music occupies an important place in all rural community meetings and particularly in 4-H Club work. Miss Buchanan was one of the pioneer extension workers in music. She traveled widely throughout the United States, giving assistance to extension services. Her songs have been sung by millions of 4-H Club boys and girls.

A growing day, and a waking field,
 And a furrow straight and long,
 A golden sun, and a lifting breeze,
 And we follow with a song.

Chorus

Sons of the soil are we,
 Lads of the field and flock,
 Turning our sods,
 Asking no odds,
 Where is a life so free?
 Sons of the soil are we,
 Men of the coming years,
 Facing the dawn,
 Brain ruling brawn,
 Lords of our lands we'll be.

A guiding tho't, and a skillful hand,
 And a plant's young leaf unfurled,
 A summer's sun, and a summer's rain,
 And we harvest for the world.

DREAMING

FANNIE R. BUCHANAN

My home must have a high tree
Above its open gate.

My home must have a garden
Where little dreamings wait.

My home must have a wide view
Of field and meadow fair,
Of distant hill, of open sky,
With sunlight everywhere.

My home must have a friendship
With every happy thing,
My home must offer comfort
For any sorrowing.

And every heart that enters,
Shall hear its music there,
And find some simple beauty
That every life may share.

My home must have its mother,
May I grow sweet and wise.

My home must have its father
With honor in his eyes.

My home must have its children,
God grant the parents grace

To keep our home through all the years
A kindly happy place.

FIELD SONG

FANNIE R. BUCHANAN

Sing for the wide, wide fields,
Sing for the wide, wide sky,
Sing for the good, glad earth,
For the sun on hilltops high,
Sing for the comrade true,
Sing for the friendship sweet,
Sing as together we swing along
With the turf beneath our feet.

FRIENDSHIP SONG

FANNIE R. BUCHANAN

Everybody needs a bit of friendship,
Friendship that is tried and true.
Everybody needs a bit of friendship,
Whether skies are gray or blue.
Everybody, everywhere must have it
Every day the whole year through.
Everybody needs a bit of friendship,
And I need you.

WHAT IS EXTENSION?

C. B. SMITH

*Assistant Director of Extension Work,
United States Department of Agriculture*

Dr. Smith included poetry as well as philosophy
in his contribution to extension.

It's opportunity—

To help lift the burden,
Point the better way,
Give vision to toil,
And the hope of a better day

It's opportunity—

To teach the larger life,
Encourage a soul
To still greater tasks,
A still higher goal

It's opportunity to teach man—

To look beyond the field,
Play a man's full part
In community and town,
In assembly and mart

Extension is teaching,
Of greatest value when
The goal of achievement
Is the inspiring of men.

WHAT DO WE SEE?

C. B. SMITH

What do we see as we till the soil,
 Is it sweat and dirt and grime?
 Or do we see there
 A picture more fair,
 A vision of bud and fruitage time?

 Do we see there fields of ripening grain,
 Catch the breath of the clover bloom?
 Or is it just soil
 And unending toil
 As we follow the plow at noon?

 Do we see there bread for a hundred homes,
 As we crumble the furrow's sod?
 See the teeming life
 With which earth is rife?
 Or see we there only a clod?

 It is what we see as we till the soil,
 The thing beyond the clod
 That lightens our task
 And leads us at last
 Into closer communion with God.

THE FARMER

C. B. SMITH

Have you lived the life of the farmer,
 Begun work with the rising sun?
 Have you noted the modest income
 That was his when the year was done?

 Have you sat in the family circle,
 Planning crops for a coming need,
 And noted the hope eternal
 That's part of the farmer's creed?

 Have you seen him at work in the furrow,
 Shared his joys at the family hearth,
 And felt the truth of the saying
 That he is the salt of the earth?

 Away from the crowded city,
 Alone with his flocks and herds,
 Refreshed by the winds of Heaven
 And the music of singing birds,

 He finds growth for the soul within him,
 Sees life in the overturned sod,
 And, while tilling the crops he has planted,
 He humbly walks with his God.

 Are you an extension worker?
 Have you responded to the call?
 Doesn't it stir the blood within you
 To be a part of it all?

THE FUTURE BEFORE US

PUBLICATIONS POLICY COMMITTEE

Epsilon Sigma Phi National Honorary Extension Fraternity

THE HISTORY OF EXTENSION and the moving spirit that inspired its growth are significantly reflected in the papers included in this volume. Cooperative extension work, serving as the out-of-school educational arm of the state land grant colleges, in cooperation with the United States Department of Agriculture and with rural people, has in two generations made a distinguished record. It has interpreted science through demonstrations and other methods easily understood by the rural people it tries to reach. By its successes, it has gained their confidence. Using these methods it has changed their attitude toward science as related to the farm and the home. It has now emerged from a period devoted to winning the confidence of farm people by demonstrating simple practices, to a program that deals with a complex problem in organization, management, and public relations, where judgment as well as knowledge are essential to success.

Teaching Methods

Extension has constantly endeavored realistically to render assistance with those problems that face rural families. Out of its experience it has developed an effective system of "on-the-spot" teaching. It has utilized perforce every feasible teaching method available to it or developed by it for specific occasions as they arise. It has constantly striven to develop an all-around effective program embracing the problems of the families served, even though recognizing in many instances that, to produce effective results, individual segments of these problems must be treated singly. Its objective has been to help rural people help themselves—an objective to which extension still adheres most strongly.

A splendid example of the teaching of rural people to help themselves is the work of local voluntary leaders who, without pay, serve as demonstrators and project leaders. These leaders have multiplied many times the effectiveness of professional workers and have contributed greatly to the success of extension.

Emphases Then and Now

Major emphasis in the early years was placed on assistance with problems of production. The demonstration method, centered as it

was largely around simple production practices, was the touchstone that opened the door to rapid expansion into broader fields. As extension became more widely accepted, however, as a constructive force in assisting rural people with their day-to-day problems, and as farming also became more diverse and complicated, extension work relating to agriculture was forced to become broader, because it had to deal with these other types of problems. Throughout the history of cooperative extension work, science has made extremely rapid progress with respect to agriculture, both compelling and providing the opportunity for extension workers to render wider service to farm people.

New Developments

Today the ingenuity of all extension workers who deal with farm problems is challenged to render assistance with all the facets of the complexity of problems now facing the rural people. Few farms in the United States are now self-sufficing, even to the extent they were 25 years ago. Machinery, fuel, oil, commercial feeds, fertilizer, insecticides, and other items going into the production processes are provided by thousands of people working not on farms but in industries located in all parts of the country. Characteristics of all these production items and their most effective method of use vary from year to year, some almost from month to month. Research discoveries quickly render obsolete the production methods that only yesterday were considered the best. And changes in production methods necessitate the same rapid changes in the use of production goods.

In this dynamic setting extension has worked throughout nearly four decades. It has been challenged always to keep abreast of the newest scientific developments. It has ever been challenged to get all new developments of importance to rural people understood and applied on the farm and in the home.

Home Demonstrations

Home demonstration work, in serving the interests of rural women and farm families, has been an important part of the national system of cooperative extension work in agriculture and home economics. Every phase of family living concerns the home demonstration agent, since the program is planned with the homemakers to meet their many needs and interests. As in the field of agriculture, early work with rural homemakers began with practical demonstrations of simple ways of improving home living conditions, food preservation

and preparation, sanitation, and home-management practices to save the time and energy of the homemaker. These relatively simple beginnings in home demonstration work have developed into broad and varied programs. Not only are homemakers interested in the immediate problems of diets, clothing, health, and home improvement; they are increasingly concerned with proper child care, family relations, home and community recreation for the young people, hot-lunch and other improved school facilities, consumer buying, community centers and libraries, public and international affairs, and community health and medical facilities.

Home demonstration work is not entirely restricted to the homes of farm and ranch. The number of non-farm rural homes and urban homes requesting the assistance of the home demonstration agent is increasing each year. A new service under the Research and Marketing Act of 1946 is proving especially helpful to city and suburban home makers, and now a number of urban centers benefit by the full-time services of home demonstration agents and consumer specialists.

Work with Boys and Girls

In 4-H Club work effective ways of teaching agriculture, home-making, community living, and citizenship to rural boys and girls have developed through the years. The 4-H Club boys and girls of yesterday are constituting a significantly increasing proportion of the farmers and farm women of today and will continue so tomorrow. Although they will constantly be faced with new problems not experienced during their 4-H Club years, the very training they had during those years better equips them to deal with the new problems as they arise.

The programs in 4-H Club work have provided rural boys and girls an opportunity to learn by doing, through conducting certain farm and home enterprises; to demonstrate to others what they have learned; and to participate in many group activities. The work of 4-H Club members often contributes to livestock and crop improvement, to making the home more comfortable and attractive, and to providing better health and recreation facilities in the homes and in the communities. The participation of youth in recognizing and solving farm, home, and community problems in partnership with adults is a continuing emphasis in extension programs.

Reaching the Intermediate-Age Group

Although theoretically these three lines of extension work provide educational assistance to all members of the farm families, nevertheless, experience has shown that there is one age group that has not been so well served and must be reached in coming years. This is the intermediate-age group of young men and women whose interests and needs have matured somewhat beyond those of most 4-H Club members but who have not yet become active participants in adult extension work. In recent years more concentrated attention has been directed to rendering extension assistance to this important segment of our rural families, and excellent progress is being made in developing intermediate-age programs and methods to meet needs of this group.

An International Influence

The record of attainment established by the Cooperative Extension Service in the United States is increasingly attracting the attention of other countries throughout the world. Many of these countries have had agricultural colleges for many years, and consequently have available the results of much experimental and research work of high order. But as in earlier days in this country, there is need for a more effective method of getting the results of this research into the hands of those who till the land. The progress in agricultural and rural development in this country largely results from the fact that here cooperative extension work has been able effectively to bridge the gap between scientific research and the problems existing on the farms and in the homes of the rural people. The Cooperative Extension Service is now being called upon to provide experienced workers for many in these other lands who seek to establish a service like our own, or to improve their present service. This in itself is an excellent commentary on how soundly those who guided the development of extension work formulated its concepts and established its methods of operation. This cooperative arrangement among federal, state, and local governments is unique. It is a beacon that combines leadership and financial resources into a sound and effective cooperative educational program.

Facing the Future's Challenge

Extension workers must give due consideration to the experiences of the past. But at the same time they must recognize that the rapid

changes that have taken place during extension's past period will no doubt continue in the future. It may even be accelerated.

The professional staff of extension has been substantially increased since World War II. A large number of new extension workers have been inducted into the work. At the same time, many of those who in the past provided stalwart guidance and inspired leadership are no longer available to provide their wise counsel. The extension worker of today and of the future must meet the challenge of his predecessors by continuing to carry forward the latest scientific information and everywhere continuing to interpret that information in its application to farm and family life.

The most challenging responsibilities of the extension worker in today's fast-moving society are those of (1) aiding rural and urban families in a solution of their problems, by assisting them in applying their own resources to the fullest advantage; (2) aiding in getting a thorough understanding of appropriate research results and their method of application; (3) getting that information applied in the shortest possible time by a higher percentage of those who could be benefited by it; and (4) aiding the family members to understand their responsibilities as effective citizens in a democracy.

The Cooperative Extension Service is proud of its heritage, its steady growth through the years, and the confidence the people have in it; and it is challenged by the opportunities that lie ahead. Extension's heritage is a result of sound operation, based upon facts, practical experience, and wise leadership. The selection of the significant papers presented in the foregoing pages provides a background for today's extension worker and for those who are to come. An understanding of extension work, facilitated by this assembly of significant papers, will provide the inspiration and guidance essential to the success of future work.

INDEX

- A**
- Aborigines as extension demonstrators, 260
- Abreast of newest scientific development, 367
- Abundance—
balanced, working for, 340
managed, 272
- Academic courses for extension workers, 198
- Accomplishments—
after 80 years of extension, 805
commemoration of, 121, 189
Four-H Clubs, *See* Clubs measuring, 206
of colleges, monumental, 289
of extension, envisioned, 115
quarter century of, 271
relation of, encouraging, 225
- Achievement—
days, 154, 162
extension's goal in, 252
highest, the well-ordered home, 184
home economics standard of, 181
- Action agencies and programs, 147, 232, 233
- Adams (Agricultural Research) Act (1906), 5, 85
- Adjustment, *See* Bankhead-Jones Act; Agricultural adjustment
- Adjustments, readiness to make, price of existence, 331
- Administration—
and education, USDA functions in, separated, 233
and organization, 105
machinery for, state programs, 99
of Smith-Lever Act, 112
- Adolescents, work with, 162
- Adoption of recommendations varies with complexity, 355
- Adult—
education, vi, 2, 3, 57, 136, 178, 179, 180, 191, 220, 285, 296, 297, 322, 329
problems and interests, 329
- Advertising and its principles, 223, 224, 227
- Age of the Americas, 290
- Agent, *See* County agent
- AGNEW, ELLA, 66
- Agreement (memorandum of understanding), re extension funds, 95, 105, 113, 114, 140, 246, 287
- Agricultural—
achievements, commemoration of, 121, 189
Adjustment Act, *See* Bankhead-Jones Act
administration of, 140, 144, 257, 272, 302
program, 72, 144, 231, 252, 263
advancement, 76
boards (1819), 21
college, *See* Land grant college
Committee, House of Representatives, viewpoint on Smith-Lever Law, 100, 104
Conservation—
Association, 237, 257
defense agencies, 232
program, 257
developments unrecorded, 121
Economics, Bureau of, 248, 330
education, *See* Education
experiment stations, *See* Experiment stations
extension, *See* Extension
facts, determined by observation and experience, 110
fairs, 27, 55, 255, 261, 262
frontiers, 23
high schools, 27
improvement, early efforts in, 110, 261
income, *See* Income
information—
found valuable by farmers, 5
reasons for dissemination of, 3, 83
legislation—
Agricultural Adjustment Act (1935), *See* Bankhead-Jones Act
- Agricultural—
legislation—
Agricultural Experiment Station Act (1887) *See* Hatch Act
Agricultural Recovery Act, 252
Agricultural Research Act (1906), *See* Adams Act
Agriculture Department Establishment Act (1862), 2, 17
Cooperative Extension Act (1914) *See* Smith-Lever Act
Emergency Relief Act (1945), *See* Bankhead-Flannagan Act
Extension Funds Bill (1909), *See* McLaughlin Bill
Homestead Act (1862), 2, 22
Land Grant College Act (1862), *See* Morrill Act
significance of the peaceful acts of 1862, 2, 22
literature, study of, 83
organizations, relation of, to extension, 124
policy making, 315
press, 97, 103, 122, 262, 276, 316
principles, derived from reason and investigation, 110
programs—
coordination of, 199
recovery, influence of, on extension, 252
progress, five point outline for, 339
Recovery Act, 252
Research Act, (1906), *See* Adams Act
societies—
beginnings of, 2, 20
Connecticut (1794), 20
government support of, 31
Massachusetts (1792), 20

- Agricultural—**
societies—
 national, 21
 New York (1791), 20
 of the United States, 21
 Philadelphia (1785), 20
 South Carolina (1784), 20
 state, 20
 state boards, beginnings of, 21
 surpluses, 272, 312
 surveys, 89
 training, 102
 trains, 27, 48, 49, 55, 262
- Agriculture—**
 and homemaking, 72
 and mechanical arts, 13
 and science, work side by side, 14
 basis of industry, 283
 better farming, greatest need of, 74
 classes, in every community, 107
 Committee, House of Representatives, 20
 democracy of, 23
 dignity and importance of, 23, 102, 192
 envied vocation, the, 250
 history, need for study of, 77, 79
 importance of, recognizing, 187
 in common schools, 27
 leadership in, recognition of, 190
 "least rewarded . . . avocation"
 national board of, recommended (1796), by Washington, 20, 261
 national status of, early recognized, 21
 "occupation of profit and pleasure," 228
 oldest and most dignified profession, 102
 policy-making for, 315
 postwar, 311
 selling, 192
 state department of, 21
- Aim of the Homemaker (verse), 347**
- Alabama—**
 Extension Service, *See* Extension Service
 Polytechnic Institute, 269
 83-million-acre extension campus of, 270
- Alaska, demonstrations in, 285**
- ALOUIV, FATHER, of Portland, 323, 326**
- Alertness—**
 characteristic of extension, 345
 price of existence, 331
- Alewives in early corn demonstration, 260**
- Alien internees, planning food for, 278**
- All farmers should be reached, 83, 88, 90, 94, 107, 226, 291**
- "All in the day's work," 263**
- Altruism, a satisfaction, 225**
- American—**
 agriculture, envy of the world, 284
 Association of Land Grant Colleges and Universities, 25, 167, 185, 296
 Farm Bureau Federation, *See* Farm Bureau
 heritage, 326
 Home Economics Association, 180, 203, 205
 way of life, 254, 319, 342, 344
- ANDERSON—**
 CLINTON P., 311
 F. A., 140
- Animal Industry, Bureau of, 86**
- Annoyances, 224**
 irony, sharp repartee, satire, 226
- Application of research, v, 311, 339, 367**
- Appreciation—**
 Epsilon Sigma Phi statement, iii
 lack of, no deterrent to extension, 129
 memorials of, 195
 of country living, 348
 of extension, continues, 317
- Apprentice system, beginning of end of, 8**
- Approach, what shall it be, 275, 339**
- Arches, USDA, dedication of, 186**
- Art and beauty, home production of, 218**
- Artist farmers, 74**
- Association of—**
 Agricultural Colleges and Experiment Stations, 25, 26, 93, 94, 95, 104, 286
 friends, to be cherished, 218
- Association of—**
 Land Grant Colleges, 25, 167, 185, 296
 Southern Agricultural Workers, 66, 164
- Atomic—**
 Age, extension in, 310
 Energy, Senate Committee on, 310
- Attributes of ideal extension worker, 353**
- ATWOOD, H. K., 221**
- Audiences—of one or a hundred, 345**
- B**
- BABCOCK, H. E., 268**
- Baby beef clubs, *See* Clubs**
- BAILEY, LIBERTY HYDE, 5, 88, 133, 338**
- Balanced—**
 abundance, working for, 349
 diet, 174
 farming, 234, 328
 associations, 237
 coordinates extension work, 235
 county agent's function in, 235
 definition, 234
 demonstrations, 235
 home life better balanced by, 234
 how it works, 235
 plan for, the farmer's, 236
 schools, 236
- BALLARD, F. L., 323**
- BANE, J. LITA, 347**
- Bankhead-Flannagan (Emergency Relief) Act (1945), 151, 174, 307**
- Bankhead-Jones (Agricultural Adjustment) Act (1935), 134, 135, 283,**
- BARRY, MAGGIE W., 164**
- "Be not the first . . . nor yet the last," 276**
- Beacons needed, more than programs, 129, 133**
- BRAL, W. J., botany teacher, 13**
- Benefits of extension, 350**
- BENSON, O. H., 25, 56**
- Better—**
 business, 91
 citizenship through 4-H Club work, 356
 farming, agriculture's greatest need, 74, 91
 homes, 53
 living, 91, 159, 328, 342
 for home and family, 294
 more interest in, 177

- Better—**
 people, 53
 practices through demonstrations, 28
 way of life, 264
- BEVIER, ISABEL**, 70
- BIRD, OLGA**, 342
- Birds-eye View of Extension, 341
- BLISS, R. K.**, iii, 1, 45, 136, 137, 354, 356
- BOATMAN, J. L.**, 344
- BODLEY, R. E.**, 203
- Boll weevil devastation, investigation of, 36, 262
- BONSLAGEL, CONNIE J.**, 151
- Book farmer, 40
- BOWMAN, A. E.**, 151, 342
- Boys—**
 Clubs, *See* Clubs
 work with, 368
See also, Country boy
- BRADSHAW, President**, Iowa College, 46
- Brains, bread, beauty, all interlock, 168
- "Bread alone," not sufficient, 71, 167, 304
- BREHM, C. E.**, 238
- BRIOHAM, REUBEN**, 219
- BROKAW, W. H.**, 136, 137, 252
- Broome County (N. Y.), Farm Bureau's decade celebrated in, 120, 123, 269
- BRUMBAUGH, NORMA M.**, 157
- BRUNNER, EDMUND DES.**, 220, 300
- BUCHANAN—**
FANNIE R., 360, 361, 362
JAMES, 2, 11, 289
- Bulletins, 90, 97, 122, 255, 296, 298
 experiment station, 79
 Farmers', 103
- BURCH, J. W.**, 151, 234
- BURNS—**
KATHRYN VANAKEN, 157, 174
ROBERT, 193
- BURRITT, M. C.**, 115, 268
- Business skill, added to farming methods, 75
- BUTTERFIELD, KENYON L.**, 5, 6, 24, 27, 28, 29, 73, 81, 82, 85, 86, 88, 89, 92
- Buying-and-selling associations, 231
- C**
- Camps, 182, 162
- Canning clubs, *See* Clubs
- Cargo, retaining the best, 174
- CARRIGAN, J. E.**, 151, 327
- Carrollton (Miss.), *Conservative*, an editorial tribute, 351
- Cash accumulation, inflationary danger of, 309
- Catholic Conference, Northwest, statement before, 323
- Celebration—*See* Commemoration
- Challenge of—
 agricultural policy's basic facts, 315
 extension, 233, 367
 extension predecessors, 370
 the future, 369
- Changed—
 conditions, adapting to, 135
 food habits, 242
 practices, influenced by extension, 209
- Changes, cultural and scientific, 302, 341
- Chaos vs. stagnation, 331
- Character of extension, ever expanding, 346
- Chautauqua, 132
- CHEESMAN, WILLIAM H.**, iii
- Chemist, president of Harvard, 13
- Chemistry, undergraduate study, 13
- Child—**
 care of, 368
 development, 205
 growth of, physical and mental, 155
 money use in development of, 205
 most important farm product, 294
 outdoor teaching for, 91
- CHRISTIE, G. I.**, 28
- Church—**
 as extension cooperator, 80, 184
 rural workers of, 182, 184
- Circuit riders of extension, 264
- Citizenship—**
 America's greatest resource, 61
 basis of, 44
 college training for, 291
 development of, 157, 354, 356
 Four-H Club work, influence on, 354, 356
 training for community, national, and world service, 348
- City and country, interdependence of, 302
See also Urban; Rural
- City-wide extension audience, a democratic spectacle, 321
- Civic—**
 activity, 156
 responsibilities, enlarged vision of, 72
- Civilian—**
 Conservation Corps, 257
 Defense, Office of, 147
- CLARK, W. W.**, 212
- Class status, maintenance of, 76
- Club program making, 162
- Clubs—**
 and colleges cooperate, 58
 baby beef, 274
 boys and girls', 5, 6, 25, 27, 56, 89, 93, 101, 102, 103, 119, 170, 251
 in the Southern States, 56
 joining, a patriotic act, 119
 canning, 37, 58, 60, 61, 66, 67, 69, 274
 community extension, 349
 corn, 58, 66, 102, 262
 cotton, 61
 demonstration, 352
 farmers', 55
 Four-H, v. 37, 56, 151, 153, 154, 156, 178, 179, 183, 184, 206, 219, 225, 243, 259, 264, 274, 275, 278, 285, 316, 321, 322, 330, 342, 346, 352, 354, 355, 359, 368
 better citizenship through, 356
 philosophy of, 243
 postwar programs of, guideposts for, 352
 war work of, 278
 garden, 58, 61, 69, 274
 girls', 6, 58, 60, 61, 66, 67, 225
 Four-H group of, visits Europe, 160
 war work of, 149
 why they joined, 68
 hog, 274
 home demonstration, 69, 153, 278, 329

- Clubs—**
 nature-study, 27
 poultry, 60, 61
 reading, 89
 sewing, 274
 study, 93
 tomato, 66, 67, 102, 274
 women's, 69
 work of, contemplated
 by Smith-Lever Act,
 101
 young peoples', 79
- COLEMAN, THOMAS A.,** 185
- Collective bargaining,** 325
- College, agricultural, foreign,**
 369
*See also, Land Grant
 college*
- Colorado State—**
 Agricultural Clearing
 Committee, 141, 142
 Experiment Station, 142
 Extension Service, 140
 Extension Summer
 School, 220
 Land Board, 142
 Planning Commission
 142
- Comforts of life, influences
 of conveniences and beauty
 on, 349**
- Commemoration of—**
 achievements, 121, 189,
 190
 first decade of exten-
 sion, 120, 245
 thirty-sixth anniversary
 of extension, 285, 288
 twenty-fifth anniversary
 of extension, 260
 Farm Bureau's 20
 years' cooperation
 with extension, 265
- Commercial end of educa-
 tion, 12, 14**
- Commodity returns com-
 pared, 325**
- COMMONS, JOHN R.,** 169
- Communication, better faci-
 lities for, 91**
- Community—**
 betterment, 156
 centers, 148, 368
 health, 343
 inertia, overcoming by
 tact, 353
 life, enriched, needed,
 209
 organization necessary,
 64
 rural, future of, 157
 service, training for, 348
- Competence and agents' sal-
 ary rates, 292**
- Complacency, danger of, 290**
- Conference—**
 for Education in the
 South, 38 40
 for extension workers,
 198
 of Home Demonstration
 Agents, 306
 on land use planning,
See Mount Weather
- Confidence—**
 always to be cultivated,
 290
 of Congress in land
 grant colleges, 283
 of people in—
 county agent, 317
 extension, 313, 370
 land grant college,
 290
- Confidential—boys and girls
 only, 119**
- Conservation—**
 greater effort for, need-
 ed, 294
 of natural resources,
 177, 295
- Consumer—**
 buying, 368
 education, 156, 322
 in nutrition, 320
 purchasing power of,
 314.
- Conveniences in farm home,
 176, 179, 324, 349**
- Cooking, lost art of, 43**
- Cooperation, 340**
 among farmers, 91, 249
 between colleges and
 USDA, 102, 103
 contemplated by Smith-
 Lever Law, 126
 educational, 340
 equality implied in, 338
 federal and state gov-
 ernments should work
 in, 97, 104, 285
 land grant college view
 on, 103
 matter of the spirit, 338
 mutual agreement in-
 volved in, 339
 of resident and exten-
 sion home economics
 staffs postwar, 296
 pays high dividends,
 296
 spirit of, 127
 taught by extension, 249
 three grades of, 127
 with other agencies,
 126, 231, 257
- Cooperative—**
 buying and selling, 230,
 281
 demonstrations, 62, 65
 new interpretation
 of, 165, 166
- Cooperative—**
 experiments, 27, 79
 extension—
 a live agency? 220
 Act (1914), *See*
 Smith-Lever Act
 anniversaries—
 tenth, 120,
 245
 thirty-sixth
 (1950), 285,
 288
 twenty-fifth,
 260
 basis features (14),
 of, 343
 developed, 123
 Division of, USDA,
 185
 its lubricant—co-
 operation, 127
 long-range program
 of, 327
 outstanding exam-
 ple of efficiency,
 6, 7, 105
 permanent pro-
 vision for, 107
 philosophy and
 summary of, 344
 plan needed for,
 98
 provided for, by
 Smith-Lever Law,
 103, 104, 126
 purpose of, 285
 Service, iii, v, 29,
 344
 growth and re-
 sponsibility
 of, v
 stimulus of, to ru-
 ral, development,
 v
 marketing, 148, 231, 244
- Cooperatives, 217**
- Cooperators—**
 and leaders enlisted, 7
 give opportunity for,
 225
 method of selecting, 131
- Coordination—**
 by fact finding, 200
 by land grant college,
 284
 by land use planning,
 201
 of agencies and activi-
 ties, 140
 of agricultural pro-
 grams, 199
 of planning, 259
- Corn—**
 better seed, campaigns
 for, 47

Corn—
 clubs, *See* Clubs
 experiment in rural classroom, 49
 school for farmers, 46
 study of, made attractive, 46
 trains, 48
Corporate farm, 342
 scientific and technical staffs of, 318
 threat of, to family farms, 319, 342
Correspondence courses, 27, 35, 90
Councils for—
 Defense, 148
 home demonstration work, 69
Country—
 and city, interdependence of, 302
 boy—
 belief in, 358
 nation's claim on, 358
 girl, *See* Girl, rural home, *See* Home
Life—
 Association, 89
 Commission, 28, 29, 51, 70, 85, 87, 89, 91, 92, 296
 envied of the world, 251
 living, 90
 appreciation of, 348
 dignified, desirable, sought after, 91
 quality of, 178
 teaches self-reliance, 183
See also Rural
County—
 agent—
 a general, 253
 a leader, 25, 101
 a lone worker, 317
 a research analyst, 816
 a teacher, 44
 an administrator, 197
 and experimental research, 340
 and marketing, 101, 230
 appointment of, 37
 assistant needed for, 150, 214, 317
 assists farmers to organize, 230
 attention of, to marketing, 101, 102
 backed by college and USDA, 108

County—
 agent—
 broad training needed for, 197, 313, 316, 318
 center of agricultural activities, 292
 charting course of, 317
 demonstration by, 62
 direct contacts of, in homes, 344
 farm demonstrator, 32, 62, 113, 195
 farm leadership training by, 256
 farmer's unfamiliarity with work of, 330
 first, 37
 first decade of, 247
 functions of, broad but circumscribed, 125, 195
 graduate work for, 197
 guides experiments, 32
 has farmer's confidence, 317
 heads extension work in county, 65
 in 1904-5, 36
 in picture from the start, 202
 in-service training, of, 313
 instruction by, 62
 man of outstanding ability needed for, 292
 must be practical farmer, 25, 37, 39, 41
 officer of agencies represented, 280
 organization work of, 162
 past training insufficient, 318
 pay of, in relation to farmer contacts, 292, 316
 problems of, in higher educational field, 318
 public confidence needed by, 292
 qualifications of, 25, 37, 41, 65
 represents college and USDA, 109, 125

County—
 agent—
 responsibilities of, 200, 202
 salary of, 317
 social groups and, 303
 state agent, 37
 system, 101, 102
 contemplated by Smith-Lever Act, 247
 tact of, essential to public support, 114
 two should be maintained, 113, 266
 types of work of, 62
 undergraduate work for, 197, 212
 urban work of, 265
 war work of, 265, 278
 work of, 62
 contemplated by Smith - Lever Act, 100
 should begin with demonstrations, 63,
 any, worth best efforts, 275
 extension work, success of, 124
 farm demonstration work established (1903), 46, 47
 supervision system, 57
Courage in standing for the right, 353
CRAIG, JOHN, 5
Credit—
 market dislocation of, influence on extension, 263
 system—
 depressing effect on agriculture, 40
 involuntary servitude caused by, 40
 to whom credit is due, 260
Creed of—
 country girl, 359
 Epsilon Sigma Phi, 357
 extension worker, 357
 homemaker, 358
CRIBEL, CECIL W., 254
CROCHERON, B. H., 315, 342
CROMER, MARIE, 66
Crop—
 Improvement Association, 131
 organization, 89
CROWDER, Gen. E. H., 267

- Cultivating confidence by continued service, 290
- Cultural—
backgrounds of people served, 345
changes, recognition of, 341
education, 12, 304
- Culture—
abused term, 12
rural, development of, 218
the new, 173
- CURTISS, CHARLES F., 82
- D**
- DAVENPORT, EUGENE, 8
- DAVIS, P. O., 151, 269
- Debt reductions in land-boom times, 243
- Decade of extension, salient aspects of, 245
- Dedication of WILSON-KNAPP Memorial Arches and Tablets, 185-195
- Defeat, rebounding from, 353
- Defense boards, 232
- Democracy—
and science, 273
in educational procedure, 203
in home economics extension, 203
independent-individual concept of, 342
survival of, 302
depends upon organized rural people, 234
- Democratic—
citizenship, problem of, 302
educational procedures, 305
institutions, world threat to, 342
principles, 345
use of applied science, 340
- Demonstration, 25, 26, 36, 62, 79, 89, 90, 93, 97, 100, 102, 103, 270
campaign, 40
clubs, 352
conducted by—
farmers, 46
Indians, 260
cooperative, 62, 228
definition, 41
develops better agricultural practices, 26
early needs in, 164
early work in, southern, 36
effectiveness of, 97, 229
established on county basis (1903), 46
farmers' cooperative, 37
farms, 36, 39, 47, 48
first decade of, 245
- Demonstration—
fundamental in extension teaching, 172
home—
beginnings of, 66
ranks with that of farm, 255
in extension work, 61
in the South, 5
located high-yielding corn varieties, 49
methods of teaching, 69
multiplied, becomes practice, 63
multiplies teachers, 173
must be simple, 39
organization and administration, 37
participation in, 45, 108, 340
philosophy of, 275
place of, in extension work, 61
power of, 230
programs, improvement of, 210
repeated, establishes practice, 66
specialists in relation to, 65, 340
standards of measurement of, 133
teaches increased efficiency, 229
three steps in, 173
training schools, 297
two types of, 61
urban, 320
vs. simply talking, 39
Victory, 173
- Demonstrator—
farmer the real, 63
learner, doer, teacher, 173
selection of, 131
- Depression, 324, 325
influence of, on extension, 256
living standards in, 135, 168
woman's contribution during, 72
- Determination to carry through, 353
- Developing—
"a National Extension program—the Smith-Lever Act," 73
group action by discussion, 333
interest in better living, 177
leadership qualities, 344
resources, 131
the Smith-Lever Act, 73
Developments, understood and applied, 367
- DREWY, JOHN, 133
- Diet, 368
balanced, 174
nutrition and health, based on, 155
rural and urban costs, 325
- Direction vs. directions, 133
- Director of extension—
office staff for, 113
represents college and USDA, 125
sympathy and support needed by, 114
the first, 4
- Discouragements, optimism in spite of, 353
- Discovery and use, bridging gap between, 189
- Discussion—
and fact finding, 333
groups, 148, 314, 329, 333
subject matter, outlines for, 314
young married couples meet for, 176
- Distribution of products or practices, 339
- District agents, 37
- Doctors (medical), rural and urban supply of, 324
- Doing, learning by, 31, 132, 173, 337
- Dollars and education, each calls for the other, 304
- Domestic science, 45
- Dozen Attributes of the Ideal Extension Worker, 353
- Draft rejections, 178, 304
- Dreaming (verse), 361
- Drought and extension, 263
- DUGGAR, J. F., 57
- DUNGAN, L. N., 57
- Duplication of effort, elimination of, 97, 232, 259
- Dust storms and extension, 263
- E**
- Early practices, now general habits, 315
- Earning while learning, 7
- EATON, D. F., 274
- Economic—
adventures, extension notably free from, 318
distress in midst of abundance, 272, 273
distribution, methods of, 101
forces, pre- and post-, 167
information—
basic, 312
extending to farm people, 311
outlook, 311
problems, 256, 327

- Economics—**
 extension should teach, 239
 farm machinery, relation to, 241
 in-service training in, for agents, 313
 laws of, farmer must know, 75
 specialists in, 256, 313
 teaching of—
 by county agent, preparation for, 313
 by extension, 239
 by group discussion, 314
 training, in-service, 313
- Editorial—**
 rural sociology and life philosophy, 307
 tribute to colored home agent, 351
- Editor's tribute to a home demonstration agent, 351**
- Education, 16, 76, 90**
 adult, 3, 191
 foreshadowed in Morrill Act, 3
 and administration, USDA functions in, separated, 233
 and dollars, 304
 and teaching, philosophy of, 51
 and utility, 9, 12, 14
 at home, 107
 by doing, 173
 classes out at work, 35
 commercial end of, 12, 14, 94
 continuing process, 94, 290
 definition of, 290
 democratization of, 2
 effects of, intangible—untenable, 221
 extension—
 Butterfield's service to, 28
 knowledge put to work, 16
 phases of, 83
 for action, 343
 for agricultural progress, 339
 for all farmers, 32, 33
 for homemaking, 207
 for living, 180, 181
 future, and the land grant college, 289
 higher, in the past, 4, 9
 in agriculture and home economics, 343
 "incarnation of truth," 78
 mission of, 38
 must be kept democratic, 305
- Education—**
 neglected outfield, 33
 new tools of, 211
 of the masses for the masses, 38
 philosophy of, 31, 203, 204, 214, 335
 pioneered by farmers, 2, 20
 policy of, broad, needed by colleges, 77
 popular approval of, 111
 research, effect on, 339
 responsibility for, divided, 290
 slow process, 29
 social phases, 73
 spirit of, 12
 the neglected outfield, 33
 "The New," 1, 9, 11, 337
 through participation, 343
- Educational—**
 epochs, 270
 excursions, 93
 heritage, 51
 history, outstanding event in, Land Grant College Act, 289
 leadership, 313
 objectives, evidence of growth in, 221
 philosophy (short statements), 335
 policy of college must be broad, 77
 principles (10 points), 340
 systems, 33, 329
 trains. *See* Agricultural trains
 values, studies of, 221
- Effective state extension service, 315**
- Efficiency—**
 and farm home, 71
 in extension, 6, 105, 197
 increased, 197, 229, 230, 271
- Electric installations in home, 243, 324**
- Electrification, rural, 155, 231, 307**
- Elements of successful leadership, 137**
- ELLSWORTH, HENRY LEAVITT, Patent Office Commissioner, 21**
- Emergency—**
 agents in county, 115
 discussion impracticable in, 334
 Farm Bureau, 266
 Food Bureau, 266
 Relief Act (1945), *See* Bankhead-Flannagan Act
- Emphases, then and now, 366**
- Enthusiasms—**
 for rural education, essential, 294
 to inspire local leadership, 353
- Epsilon Sigma Phi, iii, 24, 187, 188, 338, 357**
- Publications Policy Committee statement, "The Future Before Us," 366**
- European visit by 4-H Club girls, 160**
- Evaluation—**
 methods of, 221
 of changes in the individual, 206
 of results, 203, 206
 philosophy of, 221
- Exhibits, 27, 93, 225**
- Existence, price of continued, willingness to make adjustments, 331**
- Expanding character of extension, 346**
- Experiment stations—**
 Act establishing (1887), *See* Hatch Act
 coming of, inevitable, 14
 conception of character of, 25
 demonstrate usefulness, 14
 early, used extension methods, 25
 in Iowa, 4
 in Ohio, 25
 paying investment, 14
 science and agriculture work side by side in, 14
- Experimental research and county agents, 5, 340**
- Experiments by farmers, 27, 82**
- Extension—**
 a developing program, 330
 a look ahead in, 300
 a unit, not a side issue, 112
 accomplishments of, 115, 248
 achievements of, measuring, 206
 activities for 1946, 238
 administration, unifying, 95
 adult education, 179
 adventure in service, 263
 after half a century, 341
 agencies, permanence of, 164
 agent, *See* County agent
 aids food conservation, 278
 alert to new research developments, 345
 and depression periods, 256

Extension—

and research, mutually helpful, 109
 and the home, 180
 application by, of—
 homemaking knowledge, 180
 scientific facts, 343
 attitude of college toward, 27
 basic principle of, 329
 benefits masses of farm people, 283
 Bible of, 287
 bird's-eye view of, after half a century, 341
 challenge to, 202, 233, 367
 circuit riders of, 264
 clearing house for activities, 202
 college department of, recommended, 6, 82, 90
 Committee, *See* Land Grant Colleges
 concrete expression of democracy, 124
 consists of people, 128
 cooperates with other federal agencies, 333
 courses in, early, 27
 covers entire rural field, 125
 decade commemorated, 120
 definition of (verse), 363
 democratic in principle, 345
 "democratization of truth," 78
 departments in state colleges, 5, 6, 79, 80
 Rutgers (N. J.) the first (1891), 262
 development of, by Hatch Act, 25
 director, the first, 4
 division of, in colleges, 113
 early a federal function, 262
 early attitude of colleges toward, 27
 early doubts and their solution, 317, 333
 economic information disseminated by, 312
 education, *See* Education efficiency, 6, 105, 197
 emphases, then and now, 366
 employees' relation to agricultural organizations, 124
 encourages, cannot force, changes, 334
 enlarges work of colleges and USDA, 137
 ever-expanding character of, 346

Extension—

examples of federal-state cooperation, 7
 fable with a moral, 355
 fads of, survived, 276
 Farm Bureau and, viewed as inseparable, 265, 269
 financial support of, 134
 first mention of (1894), 26, 27, 262
 flexibility of, characteristic, 345
 foreshadowed in Land Grant College Act, 3
 foundation of, 129
 functions, changes in, 197
 funds, *See* Funds; McLaughlin Bill
 future of, 263, 269, 313, 341, 346, 366
 Growth of an Idea, 120
 history, 286
 greatest document of, 338
 homemaking knowledge put to work by, 180
 ideal—
 development of, in Land Grant College Association, 24
 "to extend service," 287
 in Hawaii, war record of, 276
 in New Jersey, 27
 in the Atomic Age, 310
 informal educational movement, 1
 information job, 202
 international influence of, vi, 285, 369
 interpreters of, the greatest need, 335
 is education for action, 341, 343
 itinerant phase of, 275
 Japanese aliens aided by, 279
 job, redefining, 228, 233
 knowledge put to work, 16
 legitimate college function, 106
 Liaison Board, 147
 live agency? 220
 Machine and the Highway of Service, 126
 lubricant for—cooperation, 127
 marketing field in, 331
 maturity of, for guidance, 346
 methods, *See* Extension teaching
 mobility of, its strength and stamina, 263
 multiplies effort, 115

Extension—

must reach all farmers, 33, 38, 90, 94, 107, 153, 226, 291
 must retain able workers, 292
 national—
 director of, recommended, 86
 program, 73
 system, 106, 255
 nation-wide, advocated, 90
 normal program of—meets the needs, 300
 not a side issue, but a unit, 112
 objectives of, 1, 305
 classification of, 221
 contented rural people, 252
 desire for achievement, 252
 development of individual initiative, 260
 educational agency in every county, 107
 family farm preservation, 342
 good citizenship, 55
 in achievement, 252
 long range, 327
 to improve farm income and home comfort, 127
 unchanged, 341
 urban demonstrations, 1
 organization—
 and administration, 105
 and Policy Committee, 150
 needs of, 115
 outgrowth of two distinct movements, 24
 papers, purpose of compilation of, vi, 1
 pays dividends, 805
 personnel, high quality required, 313
 philosophy of, vi, 172, 203, 207, 213, 274, 344
 pioneering years have passed, 220
 planning, farmer, partner in, 7
 postwar, 174, 300, 304, 306, 311, 370
 practical application of science to every-day life, 343
 practical test of research, 108
 practices accepted by rank and file, 315
 predecessors, challenge of, 370

- Extension—**
 principles fundamental—
 methods change, 127
 procedure, research affect-
 ing, 203
 program—
 educational, 253
 for next year, tomorrow,
 330
 for older farm girls, 163
 long-range character of,
 327, 343
 more technology in, 307
 planning, 203
 standard-of-living basis
 of, 167
 progress, marks of, 245
 recovery aspects of, 253
 relation to agricultural or-
 ganizations, 124
 research—
 conduct of, 222
 evolution of, 221
 functions of, in USDA
 separated, 111
 increasing in volume,
 222
 state leader of, 222
 three-fold function of,
 308
 who should conduct?
 222
 resident and research
 staffs mutually help-
 ful, 296
 responsibility for family
 farms, 319
 schools, 27, 262
 section of, in Land Grant
 College Association,
 28
 Service, federal, 7, 142,
 185, 249, 258, 260,
 261, 263, 264, 271,
 315, 334
 should reach "last man,"
 33, 94
 single system, 246
 sizing up results in, 307
 specialists, 248
 specialized fields in, train-
 ing for, 214
 spirit of service, 345
 staff, 247
 farmers' affection and
 respect for, 317
 high standing of, 251
 honesty and faithful-
 ness of, 317
 statesmanship of, 73, 338
 success of, due to experi-
 ment station ties, 318
 surveys, first decade, 248
 teaching, 340
 by doing, 337
 demonstration funda-
 mental in, 172
- Extension—**
 teaching—
 economics, 237
 methods of, 159, 206,
 276
 postwar, 312
 research values, 315
 term in use in the nine-
 ties, 262
 tested institution of
 achievement, 306
 "The New Education," 1,
 9, 11, 337
 third step in education,
 269
 training—
 on-the-job, 198
 professional, 197, 341
 "tremendous power for
 good," 305
 twenty years' cooperation
 with Farm Bureau,
 265
 twenty-five years of, 260
 valuable citizenship quali-
 ties developed by, 344
 Vermont study of, 329
 vision, handmaid of sci-
 ence, 310
 vital part of college and
 USDA, 109
 vocation for young peo-
 ple, vi
 volunteer leaders in, 305
 war record of, in Hawaii,
 276
 wartime—
 problems, 262
 responsibilities of, 142
 work, 248, 276
 What It Is (verse), 363
 Where do we start? 300
 work. *See* Extension work
 world forces and, 303
- Extension work—**
 a vital function of col-
 leges and USDA, 108
 academic courses, 198
 activities in 1946, 238
 after two generations, 366
 aftermath of war, 263
 beginnings of, 27
 by colleges, 35, 79, 80, 108
 by USDA, 89
 classes interested in, 53
 content of, 27
 cooperative aspects of, 246
 definition of, 89
 demonstration's place in,
 61
 depression influence on,
 256
 developed by Hatch Act,
 25
 district conferences, 198
 educational, 1, 125, 269
 efficiency of, 6, 115
- Extension work—**
 family approach, example,
 235
 farmer made partner in,
 247
 federal appropriation for,
 recommended (1908),
 84, 85
 first undertaken by In-
 dians, 260
 foundation of, 129
 fourteen basic features of,
 343
 guiding principles in, 219
 headed by county agent, 65
 history of (True), 92
 immediate application in-
 tended, 269
 in depression, 256
 interdependent service,
 219
 junior, 163
 methods in, can be im-
 proved, 31
 mind stimulating, 250
 nation-wide, recommended,
 28, 90
 objective—information dis-
 semination, 1, 7
 part of institutions repre-
 sented, 109
 past, present, future, 269
 permanent provision for,
 107
 pioneers in, 31
 popularizes colleges, 250
 preparation for, an out-
 line, 212
 promotes agricultural
 knowledge, 31
 reasons for, 3
 record of, in two genera-
 tions, 366
 results of, 287
 scope of, 27, 35
 simulated, and fields in-
 vaded, 276
 staff, postwar, 370
 state conferences, 198
 strength and stamina of,
 263
 studies essential for, 212
 specialization, 214
 success of, 124
 summer, courses, 198
 ten years of, 245
 training in, an outline, 212
 ultimate objective of, 219
 undergraduate training
 for, 197, 212
 understanding of, 370
 urban, 309
 vast enlargement of, need-
 ed, 79
 wartime, 255, 262, 276
 welding of people and gov-
 ernment, 264

Extension work—
 why organized, 1
 with women, 53, 102, 113
Extension worker, 158
 academic courses for, 198
 and Red Cross, 148, 154, 278, 279
 and United Services Organization, 279
 as teacher, 125, 159
 attributes of, 353
 conferences for, 198
 Creed, 357
 educational qualifications of, 213
 equipment of, 313
 essential part of institution represented, 109, 125
 graduated and postgraduate training of, 214
 ideal, dozen attributes of, 353
 indefatigable, 251
 in-service training of, 213
 job of, 219
 leaves of absence for training of, 198, 222, 297
 professional training of, 197
 prospective, training of, 207
 special training of, 162
 undergraduate training of, 197, 212, 214

F

Fable with an extension moral, 355
Fact finding, 110, 145, 200, 333
 coordination through, 200
Facts, "filtering, focusing, facing, following," 223
Faculties, resident and extension, cooperation of, 297, 299
Faculty membership for state leaders, 297
Fairs, See Agricultural fairs
Faith in importance of extension, 353
Family—
 budgeting, 256
 cooperation, enlarged vision of, 7, 72
 council table, 351
 farm—
 future of, 306
 influence of corporate farm on, 319
 maintaining and preserving, a major objective, 342, 344
 may be suburban acreage, 301

Family—
 farm—
 problems of, 301
 scientific advice for, needed, 319
 finances, planning of, 156
 living, 155
 adjustments of level of, 156
 quality of, 175, 176, 178, 179
 successful, 179
 relations, 175, 368
 roll of, in community life, 155
Farm—
 a factory, 130
 and home planning, individual, 328
 bulwark of American life, 318
 Bureau, *See* Farm Bureau
 business—
 factors influencing, 167
 improvements in, needed, 88
 conveniences, compared with non-farm, 324
 cooperation with government, 220
 corporate, *See* Corporate farm
 Credit Administration, 136, 140, 231, 257
 demonstration work, *See* Demonstration
 economic size of, 171
 exists for family, 169
 family—
 betterment of, 88, 157, 304, 327
 importance of, to commonwealth, 353
 partnership in, 71
See also Family farm
 girl, *See* Girl, rural
 home, *See* Farm home
 income, current levels of, 327
 labor, costs of, 326
 life, new vision of, 170, 307
 machinery, 241, 243, 318, 342
 marginal, 171
 mortgage debt, 242
 "nation's sure defense," 357
 organization, 115, 171, 249
 people should all be reached, 33, 38, 90, 94, 107, 226, 291
 plant, includes the house, 72
 press, 262, 270, 271, 276, 316

Farm—
 problem—
 a business problem, 75
 an individual question, 75
 involves increased technical skill, 74
 Security Administration, 231, 257, 258
 structures, improvement of, 150
 subsidies and grants—
 incompatible with independence, 319
 lead to government control, 319
 superintendent, training of, 74
 woman, *See* Woman
 workers, deferment of, for war service, 301
 youth, additional opportunities for, 217
See also, Rural
Farm Bureau—
 after 20 years, 269
 and extension, viewed as inseparable, 265, 269
 and war regulations, 267
 celebration of, Broome County (N. Y.), 269
 "Growth of an Idea," 120
 county, 124, 256, 265, 266, 280, 281
 definition, 265
 Emergency, 266
 Federation, American, 231, 236, 249, 256, 265, 266, 281, 282
 national, 215, 267, 268
 philosophy of, 281
 state, 256, 265, 266, 281
Farm home—
 conveniences for, 176, 179
 development of, its place in agricultural adjustment, 70
 economic aspect of, 70
 electricity in, 243
 equipment, improvement of, 150, 240
 every one must be reached, 38
 forty years behind the farmer, 165
 importance of, 88
 improvement of, 243, 351
 in farm life, 70
 modern equipment for, 176, 243
 "must be a place of beauty," 42
 nature's university, 42
 new day dawns for, 72
 owner of, true representative of liberty, 42

- Farm home**—
 sacredness of, 357
 water in, 243
- Farmer**—
 accepts science, 271
 adjustment program for.
See Agricultural ad-
 justment
 and his land grant col-
 lege, 280
 and industrialist, keeping
 paces, 164
 and law of economics, 75
 and the economic cycle,
 238
 and wife, both interested
 in farm plans, 175
 "balance wheel in national
 life," 342
 capitalist and laborer, 323
 commercial, 330
 conducts experiments, 32
 education for, 32, 188
 finds science can help in-
 dustry, 14
 new generation of, edu-
 cated to extension,
 316
 participation in—
 agricultural advance-
 ment, 123
 extension planning, 7
 government work, 7, 123
 homemaking, as part-
 ner, 166
 partner with government,
 247
 pioneered in higher edu-
 cation, 2, 20
 pride of, in occupation,
 121
 right of, to comfortable
 living, 357
 seeks security in prices,
 825
 The (verse), 365
 wants facts, 26, 40
 wants security of income,
 323
 works with others, 249
- Farmers'**—
 Bulletins, 103
 clubs, 55
 colleges (1845), 26, 262
 conferences and conven-
 tions, 93
 cooperative experiments,
 27, 79
 days, 27
 decisions, economic basis
 of, 240, 303
 experiments, 32
 institutes, 4, 5, 27, 35, 46,
 49, 54, 70, 79, 83,
 90, 93, 97, 99, 103,
 122, 132, 255
- Farmers'**—
 interest in—
 foreign trade, 239
 information, 5
 public policies, 239
 meetings, 4, 5, 255
 organizations—
 cooperation with, 126
 for collective bargaining,
 325
 for group study and ac-
 tion, 230
 prejudices, 32, 34, 97,
 227, 334
 Union, 91
 weeks, 27, 93, 262
- Farming**—
 a business enterprise, 167
 "a life of culture, grace,
 and power," 188
 a profession, 349
 balanced plan of, 234, 236
 becomes "agriculture," 13
 better business practices
 needed for, 88
 by the moon, 39, 227
 methods and business skill,
 75
 neglected outfield, 33
 occupation of profit and
 pleasure, 228
 "security," 310
 types, readjustment in, 201
 vocation for agricultural
 college graduates, 346
- Farmstead planning**, 156
- Federal**—
 and state agencies should
 work together, 97
 Bank for Cooperatives, 136
 cooperation, example of
 efficiency, 105
 "domination," 246, 339
 Emergency Relief Act,
 136, 257
 Housing Administration,
 140
 support of colleges urged,
 2
- Feed, costs of**, 326
- Fertilizer**—
 brain power the greatest,
 167
 fish scrap as, in early In-
 dian demonstration,
 260
- Fertility maintenance**, 241
- Fertilizing confidence with**
 with new ideas and
 programs, 290
- FIELD, JESSIE, See SHAM-
 BAUGH**
- Field**—
 agents, *See* County agent
 days, 162
 Song (verse), 362
- FILLMORE, MILLARD**, 20
- Financial**—
 planning, 156
 support of—
 education, 2, 234
 extension, 134
 organizations, 117
- Fire-control associations**, 148
- Fire protection, urban and
 rural**, 325
- Five-point outline for agri-
 cultural progress**, 339
- Flexibility characteristics of
 extension**, 345
- Floods and extension**, 263
- Food**—
 Administration, 248
 Bureau, "Emergency,"
 266
 Commission, 321
 conservation, aided by ex-
 tension, 278
 Control, Office of, 277
 emergency agents, 115
 for Freedom campaign,
 145, 148, 149
 habits change, 204, 242
 some that Washington nev-
 er knew, 272
 to insure health, 166
- Foreign**—
 agricultural colleges, 369
 trade, 239, 240, 314
- Forest**—
 resources, conservation of,
 294, 328
 Service, 142, 147
- Foreword**, v
- Formula for needed extension
 personnel**, 150, 151
- FOSTER, EDWARD D.**, 142
- Foundation of extension
 work**, 129
- Four**—
 H Clubs, *See* Clubs
 square needs—and 4-H's,
 56, 60
- Fourteen basic features of
 cooperative extension
 work**, 343
- FOX, FATHER, of Marquette**,
 223
- France, visit of 4-H Club
 girls to**, 160
- FRANK, GLENN**, 167, 223,
 335, 336, 337
- Franking privilege, recom-
 mended for extension
 publications**, 84
- FRANKLIN, BENJAMIN**, 20,
 193
- FRANKS, LAURENCE H.**, 176
- Freezing foods**, 156, 242
- Friendship Song (verse)**, 362
- Frontiers of agriculture**, 23
- Frysinger, GRACE E.**, 157

- Funds, 95, 113, 126, 150, 247
 cooperative, acceptance of, 125
 extension, need for increase of, 134, 150
 memorandum of understanding, 105, 113, 114, 140, 246, 287
See also, McLaughlin Bill (1909)
 supervision of expenditure of, 104
- Future—
 "Before Us," 366
 289
 facing the challenge of, 24, 369
 Farmers, 346
 home economics extension of the, 157
 looking to, in extension, 289
 of extension work, 263, 269, 341, 366
 of home demonstration work, 164
 of land grant colleges, 289
 periodical charting of course for, 300
 responsibility of home economics for, 182
 rural community visualized, 157
 work, inspiration and guidance for, 371
- G**
- GADIS, LELLA R., 151
 GALLOWAY, B. T., 36, 93, 94
 GALLUP, GLADYS, iii, 208
 Garden clubs for girls, *See* Clubs
 Gardening for town and city homes, 1, 148, 274, 309
 General Education Board, aids demonstrations, 37
 Girl, rural—
 adolescent period, 162
 belief in, 358
 clubs for, *See* Clubs
 community responsibility of, 162
 creed, 359
 eager to learn, 160
 economic status of, 162
 education of, maximum in short time, 162
 in farm home program, 160
 interests of, 162
 program-making methods, learning, 162
 work with, 368
 "Giving direction—and directions," 193
 Good nature in all trials, 353
- Good neighbor policy, 225
 Graduate—
 School, USDA, iii
 training for county agents, 313
 GRAHAM, A. B., 224, 355
 Grange, 91
 Grants-in-aid, colleges a fine example of, 6, 282
 Grass-roots organization, 303, 340
 Grazing Service, 140, 142
 Great Plains Regional Advisory Committee, 140
 Group—
 activities, 156
 approach, 132, 334
 discussion, 314
 educational work, 143
 needs, variation of methods for, 340
 problems, 333
 solution of, 343
 understanding of economic problems, 327
 welfare vs. general welfare, 302
 Groupism vs. individualism, 168, 303
 Growth of an Idea—the Farm Bureau, 120
 GRUNDTVIG, BISHOP, of Denmark, 167
 Guesswork vs. science in extension, 15, 220, 223
 Guidance, extension's maturity for, 346
 Guideposts for 4-H Club postwar programs, 352
- H**
- Habits and beliefs—
 changing old, 226
 early, become practices, 315
 HALL, FLORENCE L., 157
 HAMILTON, J. H., 34
 HANNAH, JOHN A., 289
 Harvard, chemist made president of, 12
 Hatch (Agricultural Experiment Station) Act (1887), 5, 25, 84, 85, 262
 Hawaii—
 demonstrations in, 285
 war record of extension in, 276
 HAYS, W. M., 82
 Health—
 Bureau, 249
 community, 343
 emphasis, 308
 facilities and practices, 156, 308
 family, 171
 food to insure, 166
 Health—
 nutrition, basic to, 308
 problems, 368
 programs for rural communities, 178
 services, 179
 through better planned meals, 206
 HENRY, STEPHEN, 59
 Heritage of extension, pride in, 370
 Heroes of the soil, unsung, 121
 HEYWOOD EUNICE, 157
 High schools, agricultural, 27
 History of—
 agricultural developments, unrecorded, 121
 Agricultural Extension Work, (True), 92
 agriculture, study of, needed, 77, 79
 HITCROCK, VERA J., 157
 HOCHBAUM—
 H. W., 157, 199
 M., 342
 Hog clubs, *See* Clubs
 HOGAN, MENA, 157
 HOLDEN, PERRY G., 5
 "a great teacher," 45
 philosophy of, 51
 Home, 88
 cradle of civilization, 184
 demonstration, *See* Home demonstration
 deserves more attention, 251
 development of, 175
 economics, *See* Home economics
 extension, *See* Home economics extension
 economists, war-time, 298
 programs, 306
 farm, *See* Farm home
 greatest—
 factor in man's life, 250
 of universities, 43
 grounds, improvement of, 156
 I Am Home (essay), 347
 importance of, 240
 improvements of, 242, 309, 358, 368
 vs. land buying, 242
 in extension work, 180, 250
 industries, 130
 maker, *See* Homemaker
 modern equipment for, 176, 179, 227, 284, 240, 243, 307
 nature's university, 42
 pattern of living in, modifications of, 175

- Home—
 production of food, 217, 229, 230
 program, looking ahead, 160, 307
 readjustment, 44
 thrift, an offset to threat of inflation, 309
 unorganized, 162
 viewpoint of man, controlled by, 44
 well-ordered, highest achievement, 184
 work, importance of, 240
See also, Farm home
- Home demonstration, 367
 agent, 68
 "a Lamplighter" (essay), 348
 a tribute to (verse), 350
 editorial tribute to, 351
 first appointed, 67
 lack of knowledge of, 211
 part-time and full-time work of, 67
 supervision of, 211
 To My (verse), 350
 training of, in social sciences, 211
 urban, 320
See also, County agent clubs, *see* Clubs
 councils, 69
 early-day needs of, 164
 Leaders, State and Federal, National Committee of, 155
 management, 102
 new interpretations of, needed, 166
 participation in, 208
 reasons for non-participation in, 208, 209
 postwar, 307
 research needs of, 203
 work, *See* Home demonstration work
- Home demonstration work—
 accomplishments of, 171
 after 30 years, 340
 beginnings of, 66
 benefits of, 350
 cooperation of, with other agencies, 211
 effectiveness of—
 in meeting rural needs, 208
 in reaching rural people, 208
 every phase of rural life touched by, 367
 future of, 164
 importance of, 240
 interprets standards, 171
- Home demonstration work—
 non-farm rural and urban homes, 368
 objectives and major emphasis, 155
 qualifications for, 68
 ranks with that of the farm, 255
 urban, 299, 320, 328, 368
 how it works in cities, 321
 Why? (a prize letter), 350
- Home economics, 62, 63, 102, 166, 178
 administrative, advanced degree suggested, 299
 changed conditions, 166
 city homemakers and, 299
 classes in every community, 107
 college departments, 5, 72
 curriculums, coordination of, 298
 demand for, 298
 early ridicule of, 16
 education—
 development of, 15
 for living, 180
 must keep ahead of the times, 181
 postwar, 296
 emphases, shifted to meet changes, 181
 evolution of colleges, 296
 extension, *See* Home economics extension
 literature of, 298
 place and importance of, 53
 postwar planning for, 296
 resident extension, cooperation in, 296
 training, 68, 102, 175
 Welch lectures on (1883), 4
- Home economics extension, 53, 72
 aids resident departments, 296
 concern of, for farm and home, 182
 early needs of, 164
 education for living, 180
 emphasis shifts in, 181
 essential in war or peace time, 298
 expanding program of, 180
 future of, 157
 future workers in, 181
 goal of, 53, 180
 looking ahead in, 307
 postwar years of, 174
 program, basis of, 158, 306
- Home economics extension—
 resident trained agent in, 158
 teacher of, 159
 urban, 1, 299
 war-time, 298
 work of, contemplated by Smith-Lever Act, 102, 103
 workers in, 158
- Homemaker—
 An Aim for (verse), 347
 and the new outlook, 349
 Creed, 358
 home management training of, 166
 lagging behind farmer, 164
 participation of, in extension, 208
 reasons for non participation, 208, 209
 questions, answers to may require research, 298
 Recipe for Acquiring the New Outlook, 349
 recommendations for reaching, 211
 urban, to be reached, 299
 young woman as, 160, 161
- Homemaking, 90
 a life job, 72
 education for, 207
 farmer as participant in, 166
 interesting and rewarding, 179
 part of agricultural adjustment, 72
 principles of, 102
- Homestead Act (1862), 2, 22
 HOOVER, HERBERT, 267, 320
 HOPPING, EARL, 59
 HORTON, MILDRED, 172
 "Hot money," 809
 HOTT, NORMA M., 157
- House—
 improvement of, 155, 156
 part of farm plant, 72
 Household economy, 45
 Housing, 205, 209, 308
 HOUSTON, DAVID F., 95, 96, 111, 164, 165, 267, 280
 "How use doth breed a habit in a man," 261
 HUDGINS, R. B., 182
 Human science outrun by natural science, 273
 Human Side—Better Living, 155
- Humor—
 pleasing, 226
 sense of, 353
 HUMPHREYS, GERTRUDE, 167
 HUTCHISON, JOHN R., 228
 HUTCHISON, C. B., 180

- I**
- I Am Home (essay), 347
 Idea, growth of an, 120
 Ideal extension worker, attributes of, 353
 Ignorance, elimination of, 40, 223
 Illinois, University of, 46
 Income—
 and standard of living, 169
 current levels of, 327
 farm and non-farm compared, 324
 from tourists and recreation, 242
 increase of, an extension objective, 127
 living and, urban and rural, 323
 need for increase of, 228
 new sources of, 242
 relation of, to better life, 304
 ups and downs of, 324
 wartime, 243
 Improving pattern of living, 175
 Increasing efficiency, 197
 Independence vs. subsidy, 319
 Independent thinker, value of 318
 Indians functioned in extension work, 260
 Individual—
 approach vs. family planning, 329
 evaluating changes in, 206
 families must be reached, 328
 in extension, 130, 132, 156, 303, 328
 initiative, encouragement of, 219
 practice approach, 329
 thrift, prosperity, and independence of, 44
 worth of, 173
 Individualism vs. groupism, 168
 Industrial—
 classes, education for, 11
 training for farm youth, 218
 university, plans for, 11
 Industry—
 aided by science, 14
 decentralization of, 217
 dependence of, on farming, 323
 Inertia, community, overcoming by tact, 353
 Inflation—
 farm discussions of, 314
 threat of, continues, 309
- Information—**
 an extension job, 202
 coordination in distribution of, 98
 dissemination of, 3, 84, 92, 97, 103, 108, 112, 181, 186, 332
 economic, for farm people, 311
 found valuable by farmers, 5, 96
 idle to get, if not used, 96, 97, 186
 practical application of, 91, 96, 220
 printed vs. personal, 97
 to develop better citizens, 233
 Initiative, development of, an extension goal, 260
 In-service (on the job) training, vi, 197, 213, 230, 313
 college leadership in, vi, 294
 Instruction, systematic, 93
 Interdependence of city and country, 302, 323, 327
 Interests, recognition of, 341, 345
 Intermediate-age group, 369
 See also, Older youth
 International—
 affairs, farmer interested in, 156, 303, 314, 368
 influence of—
 extension, vi, 285, 369
 science, v
 relationships, 160, 220
 rural movement, 160
 Interpreters, great need of, 335
 Introduction to the "Significant Extension Papers," 1
 Iowa—
 Extension Service (1906), 4, 5, 47
 history of extension work in, 4
 "prolific contributor to agricultural leadership," 190
 State College, 24, 45, 46, 258
 Itinerant teaching, 100, 101, 102, 275
- J**
- Japanese aliens aided by extension, 279
 JEFFERSON, THOMAS, 17, 18, 20, 191, 286, 291
 University of Virginia founder, 19
 Junior extension work, 163
- K**
- Kansas Agricultural College, 13
 KEFFER, C. A., 136, 137
 KELLOGG, CHARLES E., 177
 KENNEDY, ROSYLIN (Mrs. W. G.), 350
 KEOWN, MARY, 151, 157
 KILGORE, B. W., 82
 KITTLE, Mrs. BEN, 274
 KNAPP—
 BRADFORD, 25, 57, 61, 287
 J. O., 151
 SEAMAN ASABEL, 5, 24, 25, 57, 66, 130, 164, 185-195, 219, 228, 229, 255, 260, 262, 286
 philosophy and objectives of, 36, 316
 Knowledge—
 interflow of, between people and colleges, 296, 344
 of people in common things, can be enlarged, 43
 promotion of, by university extension methods, 31
 KNOWLES, NEALE S., 53
- L**
- Labor-saving equipment, 155
 Lamplighter, the demonstration agent as, 348
 Land—
 booms, disastrous effects of, 242, 243
 classes, 201
 conservation, pride in, 179
 grant college, *See* Land grant college
 proper care of, cannot be compelled, 94
 use, planning and problems, 140, 200, 201, 232, 259, 283, 329
 Land grant college—
 a coordinating agency, 284
 accomplishments of, monumental, 289
 Act (1862), *See* Morrill Act
 agreement of, in extension, 105
 and the farmer, 280
 and the USDA—both—
 created by popular demand, 19
 embodied pioneer ideals, 20
 Association, 6
 Citizenship Training Committee, 342

- Land grant college—**
Association—
 Extension Committee, 6, 27, 28, 81, 82-86, 89, 92, 112
 Organization and Policy Committee, 134, 150, 312
 beginnings of, 2, 17
 postwar policy of, 177
 presidential address (1914), 106
 Bill (1859, vetoed), 2
 built to serve, 290
 concern of, for conservation of natural resources, 294
 contribution of, to American life, 254
 cooperation of—
 with TVA, 283
 with USDA, 96
 develops scientific research, 12
 early "farmers' college," 26
 early recommended, 2
 economics specialists of, 256
 educational policy of, should be broad, 77
 enjoys confidence of the people, 290
 extension department in, 34, 74, 82, 84, 90, 113, 262
 Rutgers the first (1891), 262
 extension work of, 35, 79, 80, 106, 108
 faculty committee on extension, 82
 financial support for, 2, 83
 functions of, 35, 73, 76, 77, 79, 112
 definition, 74
 enlarged by extension, 106
 future of, in public educational system, 289
 grant-in-aid principle, example of, 282
 habitat of, widely extended, 107
 has confidence of Congress, 282
 ideal, development of, 24
 influence of, on all phases of family living, 294
 interflow of knowledge between people and, 296, 344
 land use planning of, 232
 moral obligation of, 3
 needs broad educational policy, 177
- Land grant college—**
 objectives of, 34, 35
 obligation of, to serve the people, 4, 299
 "Open Door for," 34
 place of in future educational system, 289
 popularized by extension, 250
 programs must be revised as necessary, 294
 public-service character of, 4, 8, 10
 reaches bulk of rural people, 284
 responsibilities of, 34, 35, 38, 77, 291
 resulted from pioneer tradition, 19
 semicentennial of, 87
 seventy-fifth anniversary of 17
 should assume leadership, 293, 295
 spirit of, 8
 strengthened by extension, 250
 teaching of, must be improved and expanded, 110
 training indispensable, 275
 tried and not found wanting, 284
 triple (coordinate) function of—research, instruction, extension, 78, 112
 ultimate objective of, 255
 ushers in the New Education, 9
 view on cooperation, 103
Landlord and tenant system, 76
LANGMUIR, IRVING, 310
LATTA, W. C., 27
Leader—
 a natural, 152
 definition, 153
 training of, 153
 volunteer, 344
Leadership—
 colleges must assume, 293
 developed by 4-H Clubs, 149, 354
 development of among rural people, 101, 153, 156, 157, 344
 exercise of, 343
 expanding and improving local, 151
 Four-H Club development of, 354
 hazards of, 293
 in community work, 54
 in conservation, by colleges, 295
- Leadership—**
 in organization, 55, 153
 in rural school education, 293
 inspirational, by enthusiasm, 353
 local, expanding and improving, 151
 recognition of, 190
 rural, develops programs, 264
 successful—35 elements of, 137
 training, colleges responsible for, 291
 tribute to, 185
Learner a teacher, 189
Learning—
 and changes in behavior, 221
 by action, not absorption, 337
 by doing, 24, 337, 343, 346, 368
 case in, 207
 Leave, sabbatic and summer, 198, 222, 297
 Lectures, extension, 79, 90, 93, 103
 Legislation, federal and state, 2, 3, 4, 24, 25
See also, Agricultural legislation; and pertinent acts, titles and sponsors of
 Leisure time, utilizing, 218
LENOIR, ELLEN, 349
LEVER, ASBURY FRANK, 26, 100, 103, 189, 286, 317
 Library extension, 90
 Libraries, 27, 54, 325, 326
 Life philosophy, 338
LINCOLN, ABRAHAM, 2, 11, 23, 193, 262, 289
 and the Historical Background of the Department of Agriculture, 17
 "Live-at-home" policy, 229, 256
 "Live-ins," farm, 322
Living—
 basis of, for agricultural extension program, 167
 levels and standards, 163, 169, 172, 173, 217, 182, 243, 304, 305, 307, 323, 326
 pattern, improving, 175
 quality of, 178, 179
 standards and income, 169
 standards, definition, 168
See also, Standards of living
 successful, 179
LLOYD, W. A., 24, 120, 185, 267, 268, 338, 357

- Local affairs, participation in, 156, 157,
 Long-range program and objectives of extension, 307
 Look Ahead in Extension, 300
 Looking to the future, 289, 307
 LORD, GEORGE E., III
 LOWELL, JAMES RUSSELL, 288
 LUCE, MARJORIE E., 157
- M**
- Machinery on the farm, 183
 241, 243, 318, 342
 Magazines in extension, 181
 Maintaining the family farm—major objective, 342
 Management problems, 332
 Marginal farms, 171
 Markers for agricultural progress, 121
 Marketing—
 consumer education in, 332
 controls, 325
 cooperatives, 231, 244
 county agent to give attention to, 101
 education in, 333, 343
 extension field in, 331
 people rather than things, 334
 homemaker's knowledge of, 166
 problems, individual and group, and research on, 332
 production side, 332
 responsibilities in, from harvesting to consumption, 332
 specialists in, 313
 training in, 230
 where it begins, 332
 Marks of Progress, 245
 MARLATT, ABBY M., 347
 MARTIN, O. B., 38, 129, 137
 Mass teaching, 310
 Massachusetts—
 Agricultural College, 13, 81
 Society of Rural Progress, 29
 Maturity of extension for guidance, 346
 MCKIMMON, JANE S., 66
 MCKINLEY, WILLIAM, 190
 McLaughlin (extension funds) Bill, 92
 "Mechanic arts," becomes "engineering," 13
 Mechanical and agricultural colleges, beginnings of, 13
 Mediator between specialist and layman—the interpreter, 335
 Medical facilities, 179, 324, 368
 Memorandum agreement, cooperative extension funds, 95, 105, 114, 140, 246, 287
 Memorial Tablets and Arches, Wilson-Knapp, dedication of, 185-195
 MERRITH, E. T., 119
 MERRITT, EUGENE, 169
 Methods change, principles fundamental, 127, 164, 340, 341
 MICAH, quoted, 184
 Michigan, early extension work in, 5, 9, 13
 MILLS, PAUL E., 311
 MILTON, JOHN, 290
 Mississippi—
 Agricultural and Mechanical College, 38
 State College, 280
 Missouri—
 Bankers Association, 237
 Farm Bureau Federation, 234, 237
 Home Economics Clubs, 234
 State Chamber of Commerce, 237
 University of, 32
 Mistakes, admit and profit by, 305
 Mobility, the strength and stamina of extension, 263
 Money—
 child training in use of, 205
 "hot," 309
 Monuments for significant agricultural events, 122, 185-195
 Moon, farming by, 39, 227
 MOORE—
 ARTHUR E., 177
 JERRY, 59
 VIRGINIA PEARL, 66
 More Science, Less Guesswork in Extension, 220
 MORGAN, History of Iowa Extension Work, 4
 Morrill (Land Grant College) Act (1862), 2, 3, 10, 11, 18, 20, 26, 85, 106, 192, 289
 MORROW, Miss, 310
 MOSHEE, M. L., 339
 Mount Weather (Va.) conference on land use planning, 201, 232, 259
 Movable schools, 35, 93, 262
 Movies in home economics, 298
 MUNSON, W. A., 136, 137
 Mutual agreement, character of extension, 344
 My Home Demonstration Agent (verse), 350
- N**
- NASON, ESTELLE, 151
 National—
 Advisory Group on 4-H Programs, 352
 affairs, participation in, 156
 Agricultural Outlook Conference, 311
 Agricultural Recovery Program, influence of, 252
 Agricultural Society, 2
 and international influences on the farm, 303
 Association of Home Demonstration Agents, 307
 Committee of State and Federal Home Demonstration Leaders, 155
 County Agents Association, 199
 director of cooperative extension recommended, 86
 greatness, depends on character of rural population, 87
 recovery program and extension, 252
 Soil Fertility Leagues, 286
 viewpoint emphasized for agriculture, 303
 welfare rests on well-being of farmer class, 87
 Nation-wide extension advocated, 28, 90
 Natural—
 resources, conservation of, 177, 367, 294, 295
 sciences, outrun human sciences, 273
 Nature study, 27, 89
See also, Clubs
 Need—
 "beacons more than programs," 129
 early day, in demonstration work, 164
 emphasis, sometimes at variance with, 210
 group, 340
 interpreters, 335
 more leaders, 341
 of rural farming, 209
 recognition of, 341, 345
 state-wide and local, analysis of, 158

- Negro extension workers, 150, 219, 247
tribute to, 351
- Neighborhood-leader plan, 301
- Neighbors, knowing, understanding, liking, 349
- New—
culture, 178
day dawns for farm homes, 72
"Deal" programs, 232
developments, keeping abreast of, 367
Education, 1, 9, 11, 337
ideas, 27
interpretations under changed conditions, 165
"occasions teach new duties," 288
outlook, homemakers' recipe for, 349
situations, adjustment of extension to, 344
techniques, use of, 341
- New York State—
Conference Board of Farm Organizations, 321
early extension work in, 5
Emergency Food Commission, 321
Extension Service, 269
Federation of Farm Bureaus, 267, 268
Home Bureau, 320, 321
Times, editorial, 307
- NEWMAN, J. S., 26
- Newspapers in extension, 181
- Non-farm occupations, training rural youth for, 216
- Norris-Doxey Act, 328
- Nutrition—
basic to health, 308
better practices in, 69
consumer education in, 320
problems, 156
programs, 148, 150
research, 204
study of, 350
- NYE, CLARABEL, 151, 157
- O
- Object-lesson demonstration, 38
- Objects of art and beauty, home production of, 218
- Objectives—
and long-range programs of extension, 327
in land adjustment, 201
of home demonstration work, 155
should never be final, 381
- Objectives—
the same, methods change, 341
- Observance of significant anniversaries. *See* Commemoration
- Occupational guidance and extension, 328
- Off-campus education demanded, 5
- Off-farm employment, 301
- Office of—
Civilian Defense, 147
Food Control, 277
Price Administration, 279
- Ohio Agricultural Experiment Station, 25
- Older—
farm girls' programs, 163
youth, 57
definition, 328
extension work with, 259, 342
more contacts with, needed, 328
opportunities for, 217
problems of, 215
reaching the intermediate-age group, 369
vocational training for, 216
See also, Young people
- O'NEAL, EDWARD A., 280
- "One boy in the right direction," 243
- "Only a farmer?" 121
- On-the-job training, 198
- On-the-spot teaching, 366
- "Open door" for the land grant college, 34
- Opinions vs. first-hand study, 202, 334
- Opportunity, equalities and inequalities of, 3, 34
- Optimism despite discouragements, 353
- Organization—
and administration, 105
clearing house provided by, 116
community—
agricultural societies early developed, 20
completeness of, 118
contacts with localities, established by, 115
cooperative, 58, 64
defined responsibilities of, 117
definition, 126
efficiency in, 118
effort multiplied by, 115
farm home, 71
for a purpose, 118
for reaching larger numbers, 54
job of, 116
- Organization—
leadership in, 55, 116, 118, 158
may bring extension to every community, 107
of extension division in colleges, 113
of farmers, 76, 230
of local people, 157
preceding food emergency agents, 115
problems of, 116
prompt functioning of, in emergencies, 117
why needed, 55, 115
work, by county agents, 62
- Organizations—
agricultural, related to extension, 124
essentials of, 117
- Our Great Need: Interpretations, 335
- Our job as extension workers, 219
- Outlook, the new, recipe for acquiring, 349
- Over-lapping, 276
- Over-selling, 227
- P
- PAGE, WALTER HINES, 88
- Parity, 273, 314, 326
- Participation in demonstrations, 45, 108, 123, 208, 340
- Part-time farming, 217
- Patent Office, early agricultural work in (1839-62), 21, 261
- Patience in overcoming community inertia, 353
- Patterns—
of farming, 175
of living, 175
- PAUL, the apostle, a tent-maker, 193
- Pearl Harbor and extension, 276
- Peasant class, 76, 251
avoidance of evolution of, 326
- Pedagogy, term not in early use, 11
methods of, 132
- People, extension service consists of, 128
- Permanency of extension agencies, 164
- Personal contacts, importance of, 303, 341
- Personality development, 206
- Personnel—
formula for extension, 150, 151
high quality required, 313

- PETERSON, WILLIAM, 137**
Philosophy—
 definition, 172
 Educational—Short State-
 ments . . . 335
 of—
BAILEY, LIBERTY HYDE, 338
 demonstration, 275
 education, 51, 203, 204,
 214, 335
 evaluation, 221
 extension, 172, 207,
 213, 274, 344
 Farm Bureau, 281
 Four-H Club work, 243
HOLDEN, PERRY G., 51
KNAPP, SEAMAN A., 36,
 191, 316
 life, 137, 172, 338
 rural life (editorial), 307
 social science, 73
 teaching, 51, 55
WILSON, JAMES, 191
PICKERELL, C. W., 151
PINCHOT, GIFFORD, 88
Pioneers—
 as school builders, 20
 fathered agriculture, and
 land grant colleges, 19
 in education, 2
 in extension work, 31
 spirit of, personified in
 Lincoln, 23
 their days not over, 23
 were farmers, 17
Planning—
 coordination through, 200
 farmer a partner in, 7,
 259
 for next centuries, 295
 joint farmer-agency, coordi-
 nation of, 259
 land use, 140, 200, 232,
 259, 283, 329
 meals, 206
 program content, 204
Plant Industry, Bureau of,
 36, 37, 86, 221
Ploughing Song (verse), 360
Policy—
 making agricultural, 315
 (outlook) problems, 332
**Political factor in rural prob-
 lem, 75**
Population, excess rural,
 175, 284
PORTER, CHARLES, 267, 268
Porter Demonstration Farm,
 36
Postgraduate training, 214
Postwar—
 agriculture, 311
 extension, 174, 800, 304,
 306, 307, 370
 Four-H Club programs,
 352
 Postwar—
 policy and plans, 174, 177,
 233, 239, 296
 production, high level fore-
 seen, 239
 tasks, broader training
 for, 302
 teaching (extension), 312
 Poverty, elimination of, 40
POWELL, SUSIE V., 66
 Power and machinery, use
 of, 183
Practice farm, 35
Practices—
 adoption of, emphasized
 by—
 making materials easily
 available, 226
 removing annoyances,
 227
 better, developed by dem-
 onstration, 26, 208,
 209
 selecting the most valu-
 able, 339
Prayer for Teachers, 336
Predecessors in extension.
 challenge of, 370
**Predetermined outlines, ad-
 herence to, 334**
Prejudices, 32, 34, 97, 227,
 334
PRICE, MINNIE, 157, 203
Price Administration, Office
 of, 279
Prices—
 future of, 323
 parity, 314
 security in, sought by
 farmer, 325
 support, 312, 314, 325
Pride, rural, 41, 87, 121,
 178, 179, 192, 228, 249
Primitive appliances, 165
Principles—
 educational, in extension
 programs, 340
 fundamental, methods
 change, 127
Printed literature—
 demand for, increases, 5
 vs. personal message, 97
Problem determination, 337
Production—
 and selling, 74
 control, 312
 emphasis, vs. consumption
 and distribution, 165
 for home use, 217, 229,
 230
 high level of, will continue,
 239
 problems, 274, 331, 332
 wartime expansion of, 238
Profession—
 of farming, 349
 training extension workers
 for, 197, 341
Program—
 adjustment, war-time, 146
 content, 204
 emphasis in home demon-
 stration work, 155
 home economics content of,
 158, 179
 integration, 346
 long-time, and objectives,
 158, 343
 making, 14, 337
 of the past, to improve
 work within its limits,
 330
 planning of, for extension,
 203, 327
 scientific sampling of, 341
 survey and trial, 341
Progress—
 agricultural, outline for,
 339
 Marks of, 245-288
PROUT, HELEN, 157
Psychology—
 and habits of people, rec-
 ognition of, 343
 rent and wage, 169, 170
Public—
 health, 148, 150, 178, 329,
 343
 institutions—
 claim of, on loyalty, 358
 obligations of, 296
 teachers, extension work-
 ers as, 125
 welfare, rural and urban,
 325
Publications, 90
Publicity, 48
Puerto Rico, demonstrations
 in, 285
Purdue University, 225
Q
**Quality of living, the objec-
 tive, 179**
"Queen" in the kitchen, 165
R
Radio in extension, 181, 224,
 270, 271, 316
Railway specials, 93
RAMSOWER, H. C., 151, 197
**Rationing, necessity and fair-
 ness of, 145**
Reading courses, 27, 35, 79,
 89, 193
**Recipe for acquiring the new
 outlook, 349**
Reciprocal trade agreement,
 314
Recognition of good work,
 225
 part of the demonstration,
 173

- Recommendations—**
 acceptance of, 209
 complexity of, affects adoption, 355
 easy availability of materials, 226
 Records, value of, on farm, 254
 Recovery program—
 county agent aspects, 253
 influence on extension, 252
 new cooperators under, 254
 Recreation, 156, 242, 343, 368
 Recruiting Service, 249
 Red Cross, 148, 154, 278, 279
 Redefining the extension job and field of action, 228
REISS, MADGE J., iii, 157, 167, 187
 Regulation and research functions, USDA separated from extension, 111
REINKING, ETHEL (Mrs. George), 350
 Relation of federal extension employees to organizations, 124
 Remodeling the house, 156, 308
 Rent and wage psychology, 169, 170
Research—
 affecting extension procedure, 203
 Agricultural Research Act (1906), *See* Adams Act and application, lag in, 311
 and extension—
 in USDA, functions separated, 111
 mutually helpful, 109
 procedure, 203
 and Marketing Act (1946), 283, 368
 contribution of, to farm life, 315
 disseminating facts, of 3
 experimental, county agents in touch with, 340
 facts learned by, 339
 for agricultural progress, 339
 in extension, 221
 in nutrition, 204
 information, assists farmers, 5
 lines (five) of, affecting extension procedure, 203
 needs, for home demonstration, 208
Research—
 new developments in, 345
 on administration and supervision, 203
 on evaluation of results, 203
 on program content, 203
 on status of people served, 203
 practical test of, by extension, 108
 "quest for truth," 78
 scientific, developed, 12
 spirit of, 15
 vs. guesswork and tradition, 15
 worker, functions of, 222
See also, Extension research
 Resettlement Administration, 140, 141, 142, 257
 Resources, development of, 131
 Restoration of natural resources, 295
 Retirement on rents and savings, 170
ROBERTS, ISAAC PHILLIPS, 26, 31
ROCKEFELLER, JOHN D., 37
ROKAHR, MARY, 342
ROOSEVELT, THEODORE, 70, 85, 87, 89, 91, 187
ROSS, P. H., 136, 137
Rural—
 advancement, functions of
 church, school, professional men, and farmers' organizations, 80
 and urban interdependence, 302
 benefits, from research institutions, 315
 children, importance of, 294
 church, can be helped by extension, 177
 class efficiency and influence, 76
 community, future of, 157
 culture, development of, 218
 development, aspects of, 81
 draft rejections, 304
 economics, 73, 75, 77, 80
 education, enthusiastic interest in, essential, 294
 electrification, 155, 231, 307
 family, needs of, 209
 groups, status of, 204
 health—
 emphasis on, 308
 program for, 178
 services, 179
Rural—
 high schools, 216
 housing, 205, 308
 interests—
 broader than farm, 329
 in better living, 177
 land classes, 201
 leadership, 249, 264
 living—
 and urban, gap between, 177
 development of interest in, 177
 improvement of, contributes to urban, 175
 influences of urbanism on, 170
 philosophy of, 307
 pride in, 178, 179
 values of, 156, 170
 monuments, 120
 movement, international, 160
 non-farm, *See* Urban
 organization, aid for, by extension agents, 231
 people—
 program for reaching, effectiveness of, 208
 status of, 204
 suggestions for reaching, 211
 policy committees, 329
 power, intellectual and social, 75
 press, *See* Farm press
 pride, 41
 problem—
 a business question, 75
 a challenge to extension, 200
 a human problem, 78
 college sponsorship of whole, 77
 economic, political, and social significance of, 76
 industrial, political, and social factors of, 77
 phases of, 74, 77, 91
 political factor in, 75
 solution of, aided by professional groups, 80
 ultimate—status of farming class, 76
 production risks, 323
 professional men—teacher, doctor, editor, lawyer, librarian, clergyman—relation of, to extension, 80
 progress—
 campaign advocated, 91
 conferences on, recommended, 91

- Rural—
 school—
 can be helped by extension, 177
 education, leadership in, 293
 should be community-interest center, 294
 teaching experience—
 corn show, 49
 trains future leaders, 294
 social—
 forces, unified by college extension department, 80
 improvement encourages soil conservation, 177
 needs, 304
 societies, 89
 sociology, new concept of, 307
 youth, *See* Young people
 Ruralism, influence of urbanism over, 170
 "Rurban" farms, 227
 Rutgers College and extension (1891), 262
- S**
- Sabbatic leave, 222, 297
 Salary rates of agents in relation to competence, 292, 316, 317
 Sampling of survey and trial programs, 341
 SANDERS, H. C., 151
 Sanitation, 90, 91
 Satisfactions—
 and annoyances, 224, 227
 long years and transcendence of, 338
 SAVERLY, H. E., 38
 Saving what is worth saving, 173
 SCHAUB, I. O., 56, 342
 SOHLUP, LESTER, 343
 School—
 agricultural, teaching in, 262
 facilities, 368
 lunch programs, 148, 368
 the first, 337
 SOHRUBEN, LUKE M., iii
 Science—
 accepted by farmers, 271
 advances in, call for new methods, 303
 and agriculture, work side by side, 14
 and democracy, 273
 applied, democratic use of, v, 340
 can be applied by teachers, 43
 changes in, recognition of, 341
 democratic use of, 340
 failure of application, not of merit, 39
 handmaid of common sense, 263
 helpful to industry, v, 14
 of farming, 81
 research in, developed at land grant colleges, 12
 sensible vs. destructive use of, 310
 social, 303
 spirit of, 13
 vs. guesswork, in extension, 15, 220, 223
 SOUDDER, FRANCES, 157
 "Security" farming, 310
 Seed corn—
 demonstrations, 47
 trains, 48
 Selecting—
 demonstrators, 131
 most valuable practices, 339
 Self-help—
 effort, multiplied by extension, 115
 organizations, 233
 teaching, 287, 366
 Self-satisfaction, danger of, 51, 290
 Serf system, 251
 Service, characteristic of extension, 345
 ". . . shall inherit the earth," 182
 SHAMBAUGH, JESSIE FIELD, 359
 Sharing knowledge, part of demonstration, 173
 SHEPARD, OPHELIA (Mrs. Norman H.), 348
 "Ships That 4-H Club Work Builds," 354
 Short courses, 27, 46, 48, 55, 59, 132, 198, 262
 Showing vs. telling, 316
 Signs on extension highways, 128
 SIMONS, L. R., 265, 320
 Simulation of extension methods, 276
 Sioux County (Iowa) demonstration farm, 47, 48
 Situations and problems of older rural youth, 215
 SLUSHER, H. E., 234
 SMITH—
 C. B., 100, 221, 245, 260, 262, 282, 287, 363, 364, 365
 HOKK, 286
 RUBY GREEN, 296, 321, 358
 Smith-Hughes law, 215, 316
 Smith-Lever (Cooperative Extension) Act (1914), 5, 6, 24, 62, 70, 73, 81, 86, 93, 95, 100, 105, 106, 124, 164, 165, 172, 189, 245, 247, 252, 255, 260, 262, 280, 285-288, 304, 317, 322, 327, 328, 338, 344
 administration of, 112
 commemoration of, 120, 245, 260, 285
 Social—
 forces beyond control, 273
 groups in extension, 303
 improvement and soil conservation, 177
 interests, peripheral and central, 304
 phase of agricultural extension, 73
 problems, 79, 274
 science, 73
 philosophy of, 73
 "Socializing" agricultural colleges, 77
 Society for the Promotion of Agricultural Science, 31
 Sociology, rural, new concept of, 307
 Soil—
 Conservation—
 and Domestic Allotment Act, 141
 and tenancy, 323
 by TVA, 283
 during use, 328
 encouraged by rural social improvement, 177
 roll of extension work, 258, 343
 Service, 140, 141, 142, 144, 231, 257, 258, 328
 erosion, 230, 258
 fertility, conservation of, 241, 294
 Songs, extension, 360-362
 SOULB, ANDREW M., 28, 82, 112
 South Carolina State Teachers Association, 41
 Southern Educational Association, 45
 Specialists—
 in economics and marketing, 313
 in relation to demonstration, 62, 65
 use of, 62, 65, 340
 SPILLMAN, W. J., 260, 262, 287
 Spirit of—
 cooperation, 127

- Spirit of—
 education, 12
 extension, service of, 345
 land grant college, 8-15
 pioneers, 23
 research, 15
 science, 13
- SPURGEON, CHARLES HAD-
 DON, 195
- Stagnation and chaos, sta-
 bility the course be-
 tween, 331
- STAHL, JOHN M., 79
- STALLINGS, W. C., 37
- Standard of living, 53, 66,
 91, 163, 166, 217, 218,
 230, 240, 304, 305, 306,
 307, 315, 323, 326, 327
 and earning power, inter-
 dependent, 168
 as a basis for extension
 program, 167
 definition, 168
 determines land use, 171
 in difficult times, 135, 168
 income in relation to, 169
 interpreted by home dem-
 onstration, 171
 leader must have, 137
See also, Living levels
 and standards
- State agricultural colleges—
 Iowa (1858), 24, 45, 46
 Michigan, 5, 9, 13
 Massachusetts, 13
 Kansas, 13
 Texas, 97-98
 Wisconsin, 13
- States Relations Service, 105,
 106, 266, 267, 268, 320
(later, Extension Service,
 266, 320)
- "States rights," 339
- Statesmanship of extension,
 338
- Subject matter—
 agency, the Extension Ser-
 vice, 143, 233, 254
 broader base needed, 320
 Subsidies, 273, 319, 325,
 326
- Subsistence farmers and ex-
 tension, 226
- Suburban homes, demonstra-
 tions in, 368
- Successful leadership, 35
 elements of, 137
- Suicide vs. charting future
 course, 300
- Summer leave, 297
- Supervision—
 and training, 207
 county agent system of, 57
- Support prices, 312, 314, 325
- Surpluses, unmanageable,
 272, 312
- Survey—
 of farm conditions, 90
 programs, 341
- SYMONS, T. B., iii, 285
- T**
- Tact, a valuable asset, 101,
 114, 353
- Tax, county, for extension
 work, 47
- TAYLOR, CARL C., 215
- Teacher, 43
 county agents as, 44, 62,
 313
 institutes for, 132
 prayer for, 336
- Teaching—
 adult teachers, 179
 by demonstration methods,
 69
 contemplated under the
 Smith-Lever Law,
 248
 classroom, 270
 cooperation, 127
 early agricultural, 262
 easily available materials
 in, 226
 epochs of, 270
 extension, methods of, 159,
 206, 270, 366
 farm women, 41
 girls on farm, 42
 improvement needed in,
 110
 individuals and groups,
 64, 270
 informal, 93
 methods, 366
 on-the-spot, 366
 opposition to, overcoming,
 352
 outdoor, for children, 91
 persons, as well as sub-
 jects, 224
 philosophy of, 55, 57
 self-help, 287, 366
 through demonstration,
 132
 to teach, 154
- TEAD, ORDWAY, 153
- Technical schools—
 for rural youth, free tui-
 tion proposed, 216
 urban-rural, 216
- Technology in extension pro-
 grams, 307
- 'Teen agers, 161
- Television in extension, 181
- Telling vs. showing, 31, 32,
 316, 337
- Ten years of extension work
 under the Smith-Lever
 Act, 245
- Tenancy and soil conserva-
 tion, 323
- Tennessee—
 Department of Conserva-
 tion, 242
 Extension Conference, 238
 Valley Authority, 229,
 231, 241, 242, 282,
 283
- Terms change and expand,
 164
- Texas State—
 College, 97, 98
 Extension Conference, 172
 Extension Service, 274
- TRATCH, C. C., 57
- The Farmer (verse), 365
- THOMPSON, W. O., 95, 103
- THORNE, E. C., 25
- Thrift encouraged, 44, 309
- TITUS, E. V., 267
- "To Maintain and Preserve
 . . . the Family Farm"
 (slogan), 342
- To My Home Demonstration
 Agent (verse), 350
- Today's Vision—Tomorrow's
 Reality, 306
- Tomato clubs—*See* Clubs
- Tourists, income from, 242
- Tradition, spirit of research
 supplants, 15
- Training—
 by doing, 173
 for—
 agents, 111, 162, 197,
 297, 316
 broader tasks, 302
 citizenship, 291
 extension workers, 162,
 212, 214, 266, 297
 farm superintendents,
 194
 leadership, 153
 non-farm occupations,
 216
 prospective extension
 workers, 207
 undergraduates, 212
 in-service, 197, 213, 230,
 294, 313
 leave of absence for, 198,
 222, 297
 on-the-job, 198
 postgraduate, 214
 professional, for extension
 workers, 197-199,
 341
 schools, in home econom-
 ics, 297
 vocational, for farm youth,
 214, 216
- Trains—
 agricultural, 27, 55, 262
 educational, 49
 seed corn, 48
- Traveling—
 libraries, 27, 54
 schools, 90

- TRENT, D. P.**, 136
 Trial programs, 341
 Tribute to—
 agricultural leadership, 185-194
 farm women, due, 306
 leadership, dedication of Wilson-Knapp Memorials, 185-195
 Negro extension agent, 351
TRUZ, A. C., 92, 106, 246, 260, 287
 Truth—
 "keep abreast of," 288
 quest for and incarnation and democratization of, 78
TUGWELL, REXFORD, 140
TURNER, JONATHAN, 2, 10, 11
 Twenty years of cooperation, Farm Bureau and extension, 265
 Twenty-five years of extension, observation of, 260
- U**
- Undergraduate training for extension workers, 197, 212
 Understanding—
 memorandum of, re extension funds, 105, 113, 114, 140, 246, 287
 of extension work, 370
 United—
 Nations (UNRA), 239
 Services Organization, aided by extension workers, 279
 United States—
 Agricultural Society, 21
 Department of Agriculture—
 agreement of, in extension, 105
 beginnings of, in Patent Office, 20
 cooperation with college association, 6, 102
 extension vital to work of, 108
 established (1862), 2, 17, 18
 "greatest agricultural research institution," 191
 part of national educational system, 106
 separates extension from research and regulation, 111
 seventy-fifth anniversary of, 17
- University—
 Extension Methods for Promoting Agricultural Knowledge, 31, 32
 extension principle, 78
 Harvard, 12
 of Missouri, 32
 of Virginia, 19, 191
 Unmanageable surpluses, 312
 Unrecorded agricultural developments, 121
 Unthrif, elimination of, 40
 Urban—
 adult education, 322
 and rural interdependence, 302
 areas to be served, 302
 extension work, 1, 150, 287, 299, 309, 321, 328
 farming (fringe of city), 310
 Four-H Club members, 322
 home demonstration work, 296, 299, 320, 321, 328, 368
 in Buffalo, Rochester, Syracuse (N. Y.), 320
 not excluded by Smith-Lever Law, 322, 328
 horticulture, and extension, 322, 328
 living, and rural, gap between, 177
 people to be reached, 270
 postwar work, 310
 Urbanism, influence of, on ruralism, 170
 Utility and education, 9, 12, 14
- V**
- VAN HISE, CHARLES L.**, 82
VARNEY, H. R., 331
 Varying methods to group needs, 340
 Vermont extension survey, 329
 Victory—
 demonstration, 173
 gardens, 309
VINCENT, BISHOP JOHN H., 132
 Virginia—
 Agricultural Advisory Council, 230
 Agricultural Conference Board, 231
 Crop Improvement Association, 231
 Extension Division, 231
 Farm Bureau Federation, 231
- Virginia—
 Federation of Home Demonstration Clubs, 231
 Grange, 231
 Poultry Federation, 231
 University of, 19, 191
 Vision, Today's—Tomorrow's Reality, 306
 Visionariness of extension, early quips, 310
VIVIAN, ALFRED, 353
 Vocational—
 conferences for students, 298
 educational vs. cultural and social, 304
 element of agricultural course, 77, 214
 training (trade and industrial), for farm youth, 26, 216
 Voluntary cooperation between farm neighbors, 219, 220
 Volunteer leaders, 344
VOORHEES, E. B., 27
- W**
- Wage and rent psychology, 169
WALLACE—
 HENRY A., 186, 188
 HENRY C., 88, 124
 War—
 Boards, USDA, 143, 146
 savings bonds, 242
WARBURTON, C. W., 141, 260
WARNER, H. H., 276
WARREN, GERTRUDE L., 160
 War-time—
 county agents in, 265, 278
 educational work, 144, 146, 147, 255, 263
 Committee, 146, 149
 extension work, 255, 262, 276
 production expanded, 238
 record of extension in Hawaii, 276
 responsibilities of extension, 142
 rural draft rejections, 304
WASHINGTON, GEORGE, 17, 18, 20, 261, 272, 286
 Water in farm home, 177, 243, 324
WATERS, HANNAH, 351, 352
WEBSTER, DANIEL, 190
WEIGERS, Mrs. HARRY, 234
WELCH, MARY, 4
WELDON, MYRTLE, 157
 Welfare, common, responsibility for, 349
 What Do We See (verse), 364

- What Is Extension? (verse), 363
 "What is going to be my life work?" 328
 What makes America great. 123, 327
 "Where there is no vision," 264
 "Who lives in that lovely home?" 42, 219
 Why Home Demonstration Work? (prize letter), 350
 WICKARD, CLAUDE R., 142
 WILLIAMSON, H. H., 126, 341, 342
 WILSON—
 JAMES, 32, 36, 58, 185-195
 M. L., iii, vi, 17, 142, 200, 306, 340
 MEREDITH C., 220
 WOODROW, 112, 270, 280, 285
 Wilson-Knapp Memorial Arches, dedication of, 185-195
 Wind Erosion Committee, 140
 Wisconsin—
 Agricultural College, 13
 Extension Conference, 174
 "With whom am I going to live?" 328
 Woman, 88, 92
 and home economy, 70
 can lead in community work, 54
 college admission of, 10, 15
 drudgery of, 68, 87, 102, 164, 165, 179, 242, 243, 264
 extension agent, the first, 67
 extension work with, 53
 in extension meetings, 175
 in war effort, 148
 perspective of, beyond walls of home, 241
 reaching in large numbers, 54
 social and civic activities of, 72
 Woman—
 teaching, 41
 tribute extraordinary, due to, 306
 Women's institutes, 27
 Work—
 and relations emphasized in Smith-Lever Act, 100
 for the love of the work, 162
 simplifications, 156
 with boys and girls, 368
 World neighborhood, training for service in, 348
 World War—
 I—
 and extension, 255
 and the farmer, 70
 food importance in, 117
 prices during, 230, 324, 331
 urban work during, 320
 II—
 and extension, 279
 and the farmer, 70
 consumer education during, 320
 farm houses during, 306
 food importance in, 117
 Hawaii's part in, 279
 soaring prices of, 324
 WREN, Sir CHRISTOPHER, 191
 Writing vs. personal contacts, 103
 Y
 Yields and costs, 59
 YOUNG, OWEN D., 223
 Young—
 adult group, *See* Young people
 farm couples—
 discussion meetings of, 176
 extension should expand with, 176
 financial planning, help in, 176
 problems of, 161, 176
 Young—
 farm couples—
 relocation of, 217
 men and women, programs for, 178
 mother, as a home demonstrator, 161
 people—
 above 4-H Club interests, 179
 activities of, 156
 as an agricultural surplus, 215
 attention to, 178
 development and adjustment of, 155, 156
 employment in industry, 259
 encouraged to stay on farm, 218, 262
 enlistment of in extension, 160
 home economics programs for, 179
 influence of, on city thinking, 183
 land grant college obligation toward, 259
 most important issue in agriculture, 215
 must hold to the land, 264, 307
 needs of, awareness of, 156
 problems of, 156, 215
 program for, 150
 providing additional opportunities for, 217
 rural youth group, 259
 training, by extension, 285
 war effort, part in, 148, 149
 work with, 162
 See also, Clubs; Older youth
 Youth, *See* Young people
 Z
 Zeal for rural education needed, 25

